



**OTTAWA POLICE SERVICE**  
**SERVICE DE POLICE D'OTTAWA**

*A Trusted Partner in Community Safety*  
*Un partenaire fiable de la sécurité communautaire*

# OPS Gender Project: Phase III

FINAL REPORT – MAY 3, 2017

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## OPS GENDER PROJECT: EXECUTIVE SUMMARY

Gender Equality, a core Canadian value enshrined in the Charter of Rights and Freedoms, has long been an issue in policing, as in other traditionally male-dominated occupations. Rather than simply fulfilling the obligations under the Minutes of Settlement, the OPS took the most innovative and thorough approach it could to this important work. The OPS Gender Project Team took a multi-pronged approach to Phase III of its Gender Project.

The first step was to establish a model through a detailed literature review and Gender Based Analysis Plus (GBA+) training. This informed Phase III of the OPS Gender Project and will continue to guide the organization as it works towards fulfilling its equity, diversity and inclusion goals.

Secondly, the OPS completed the policy and support compliance mandates by the Minutes of Settlement. Guided by *Gender Audits in Policing Organizations*, an important reference document prepared for the Status of Women Canada by Ruth Montgomery, the OPS engaged her during Phase III to review its new and/or amended draft policies and procedures related to Transfer of Sworn Personnel, Promotion, and Accommodation and perform a gap analysis. The OPS then engaged Dr. Carina Fiedeldey-Van Dijk and her team at ePsy Consultancy to perform another gender audit on the revised documents, again using the Equality Framework© tool from Phase II. The OPS fared better than it did during Phase II, overall scores in Phase III narrowly missed the set point for minimal acceptance.

Despite reviewing and revising the policies and procedures in accordance with the obligations under the Minutes of Settlement, the OPS still fell below the 61% threshold for compliance under the Equality Framework©. It has become clear that the organization needs to do more to understand the unintended consequences and unseen barriers that are a part of the workplace culture -- barriers that cannot be addressed through policy work alone.

In order to understand these unwritten barriers, the OPS engaged Dr. Linda Duxbury of the Sprott School of Business at Carleton University, which allowed the OPS to gain a fulsome understanding of the depth of issues the organization faces with regard to gender. This research—and our commitment to going above and beyond the requirements of the Minutes of Settlement – served as a light to guide our work in Phase III and will continue to lead us forward as the OPS works towards meeting the thresholds established in the Equality Framework©.

## INTRODUCTION

On August 16, 2012, a human rights application was filed with the Human Rights Tribunal of Ontario (HRTO) by a female OPS officer against the Ottawa Police Services Board (the “Board”) alleging discrimination in employment on the basis of sex and family status. The Ontario Human Rights Commission (the “Commission”) intervened as a party under section 37 of the *Human Rights Code*.

As part of the settlement reached through the Commission, the OPS agreed to undertake a series of actions to address problems related to gender within the organization:

*Phase I:* Analysis of OPS 2012 Workforce Census to determine representation by gender and/or family status.

*Phase II:* Conduct Gender Audit

*Phase III:* Development of new and/or amended policies or procedures that relate to job placement and promotions. Includes draft human rights accommodation policy.

*Phase IV:* Implementation and training related to Phase 3 results.

The OPS agreed to report the results of the review, at each stage, to the Commission, the complainant and the Ottawa Police Association. In accordance with the Minutes of Settlement, Phases I and II were delivered on Nov. 4, 2016. Phase III and Phase IV were required to be completed by May 3, 2017 and Nov. 4, 2017, respectively.

The purpose of this document is to report on Phase III of the OPS Gender Project and to detail specific actions OPS has taken to meet – and, indeed, exceed – its requirements under the Minutes of Settlement as it endeavours to create and maintain a work environment where gender equality prevails.

## BACKGROUND

Following the execution of the Minutes of Settlement, two subject matter experts were identified by the OPS and approved by the Ontario Human Rights Commission to complete the terms of the Phase I and Phase II review:

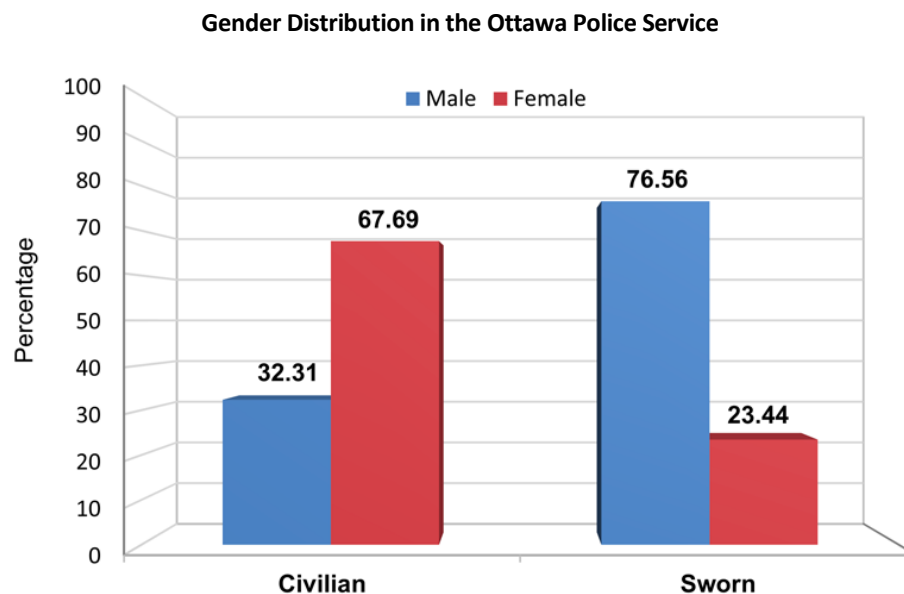
- Dr. Carina Fiedeldey-Van Dijk, president of ePsy Consultancy, a research firm based in the Greater Toronto Area that specializes in the development of psychometric tools; and
- Ruth Montgomery, a policing and criminal justice consultant who authored a study of gender audits in policing organizations for Status of Women Canada in March 2012. A

former police superintendent, Montgomery specializes in police reform, organizational development and integrating gender into policy and practice in the security sector.

Both Dr. Fiedeldey-Van Dijk and Ms. Montgomery also contributed to Phase III.

## PHASE I SUMMARY

Under the leadership of Dr. Fiedeldey-Van Dijk, the review team analyzed the OPS 2012 Workforce Census to report on gender and related characteristics. This analysis revealed that OPS sworn membership is male dominated, with almost three men (76.6%) for every woman (23.4%) among sworn members. However, these ratios are flipped among the civilian member population, which is 67.7% female and 32.3% male.



The survey analysis also found that women are underrepresented in some directorates, including Emergency Operations, but tend to be overrepresented in Executive Services, Resourcing and Development, and Patrol Services.

Please refer to the complete Phase 1 report – *A Gender-Based Lens on OPS Sworn Member Composition* – for detailed Phase 1 methodology and results.

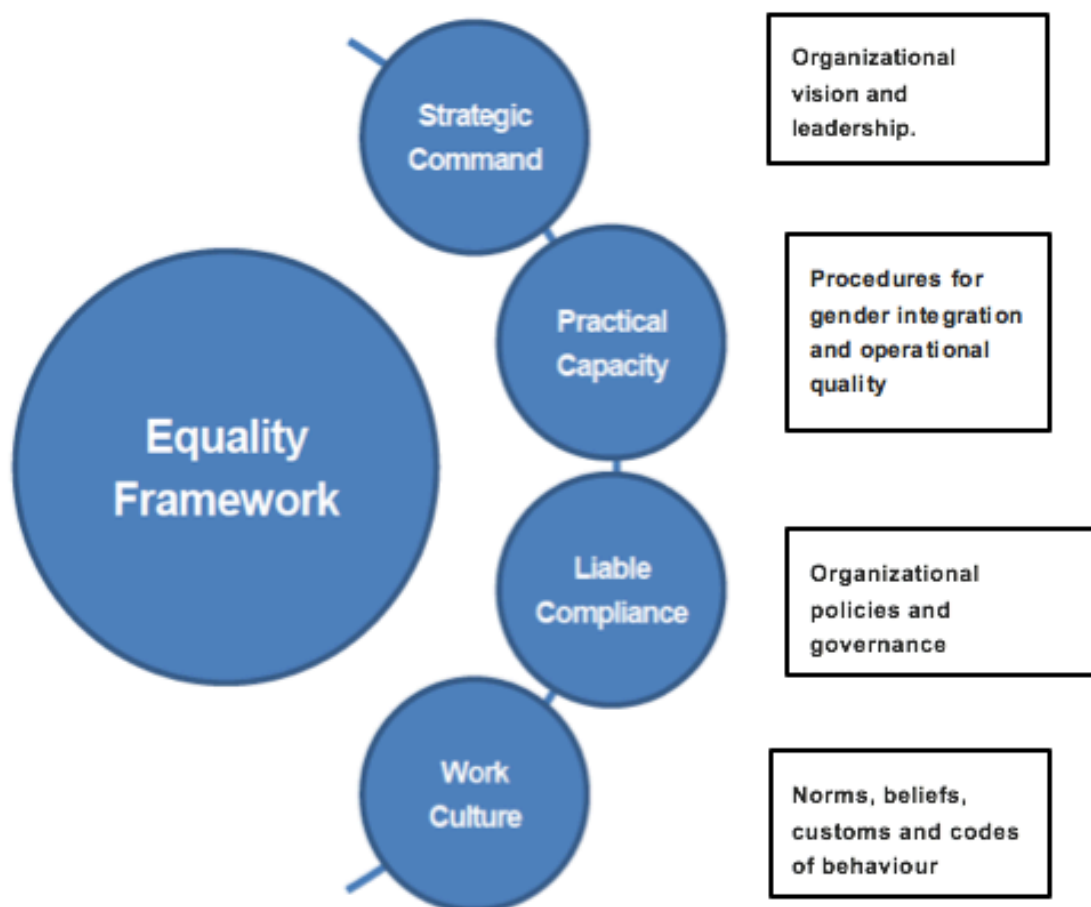
## PHASE II SUMMARY

Dr. Fiedeldey-Van Dijk and her team also executed a gender audit to assess levels of discrimination based on sex and/or family status related to promotions and job placement in order to identify gaps and challenges and point to ways of addressing these issues. This gender audit was

conducted using a method developed by ePsy Consultancy called the Equality Framework©, which was also employed during Phase III.

#### ABOUT THE EQUALITY FRAMEWORK©

The Equality Framework© has four key elements – Strategic Command, Practical Capacity, Liable Compliance, and Work Culture – that are based on a gender mainstreaming approach. (Gender mainstreaming means that gender is considered integral to all decisions and interventions, and thus becomes a shared responsibility among all employees in an organization.) These four elements are distinct, but interrelated, and work together to assess the full scope of gender equality within an organization. The Equality Framework© can be depicted graphically like this:



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The four elements are equally important, and contain corresponding rating criteria in the form of 20 statements, which can be used when reviewing organizational documents, or when interviewing employees and other stakeholders. In other words, these rating criteria apply to both written and unwritten (i.e., experienced and perceived) factors.

The OPS determined that the Equality Framework© would be an appropriate and effective tool to use in its gender audit because the four elements, as well as the statements that make up the rating criteria, are directly applicable to the organization. The Equality Framework© is also aligned with current literature related to gender audits, including a 2012 report on gender audits in policing organizations authored by Ruth Montgomery for Status of Women Canada.

The four elements of the Equality Framework© are described below. The rating criteria associated with each of the four elements are attached as Appendix A.

1. **Strategic Command:** This element examines organizational vision and leadership. Guiding principle: *The OPS actively takes context-specific steps to promote gender equality.*
2. **Practical Capacity:** This element examines all skill levels and ongoing procedures that need to be embedded throughout the organization to ensure gender integration and enhance operational quality. Guiding principle: *The OPS responds appropriately in systematically building its capacity for gender equality.*
3. **Liability Compliance:** This element considers how an organization acts in accordance to, and can answer for, its gender equality policies and operations as an integral part of its organizational structure. Guiding principle: *The OPS invests accountably in parallel forms of distinguishing gender information.*
4. **Work Culture:** This element highlights norms, beliefs, customs, and codes of behaviour in an organization geared towards encouraging and rewarding gender equality – how people relate; what are seen as acceptable ideas; how people are expected to behave; and what behaviours are rewarded. Guiding principle: *OPS members experience the benefits of being gender aware and sensitive.*

### *Methodology*

The OPS gender audit conducted during Phase II rested on a review of all OPS promotion and job placement practices, policies and procedures related to sworn members to ensure that they do not discriminate on the basis of gender and/or family status. It consisted of:

1. A review of 55 distinct, written data sources dating from 2012 by a review panel of three independent, seasoned researchers supervised by Dr. Fiedeldey-Van Dijk. These comprised more than 2,000 pages of documents.
2. A review of unwritten data sources that took the form of semi-structured interviews conducted by Dr. Fiedeldey-Van Dijk with a small, unrepresentative sample of OPS



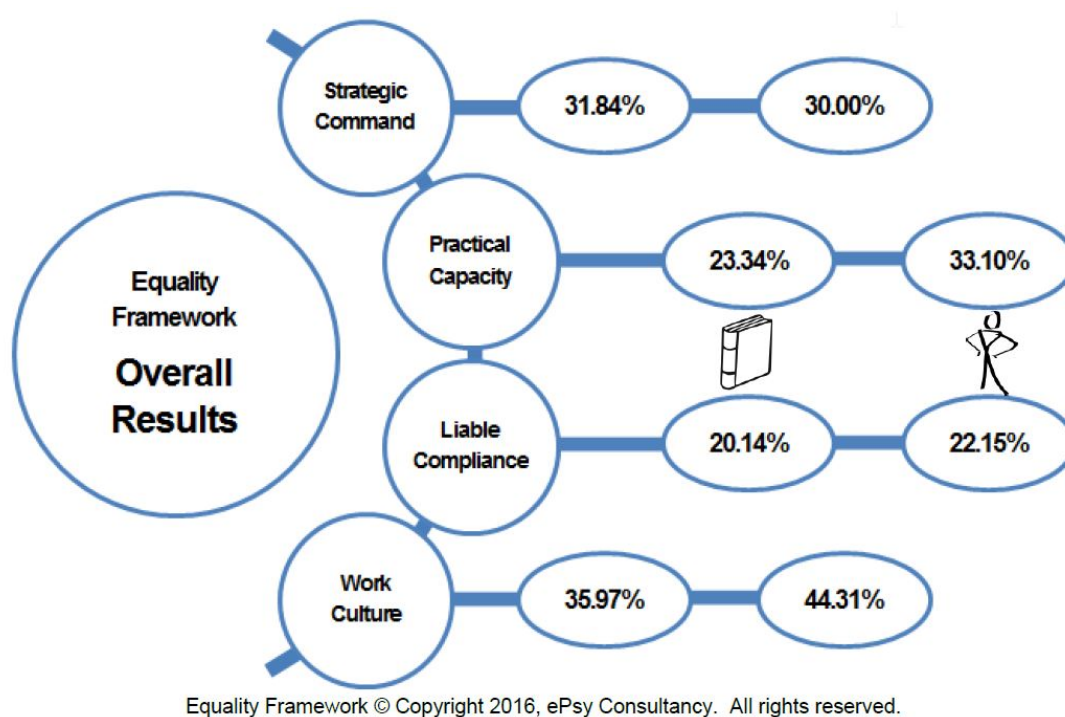
employees who shared anecdotal experiences and observations over the phone or via e-mail. This unnamed group of OPS members was comprised of 14 women and eight men, and included 12 frontline and seven senior officers.

### Results Summary

For an organization to be considered compliant with gender equality standards based on the Equality Framework®, it must score 61% or higher on average. The OPS did not meet the minimum standard. The OPS scored as follows:

- Written data sources: 28.15%
- Unwritten data sources: 32.39%

OPS scores for written and unwritten data sources across each of the four elements of the Equality Framework® are shown in the graphic below:



Please refer to the complete Phase 2 Report – *Gender Audit of OPS Written and Unwritten Data Sources* – for detailed Phase II methodology and results.

## OPS GENDER PROJECT: PHASE III REPORT

### INTRODUCTION

Gender Equality, a core Canadian value enshrined in the Charter of Rights and Freedoms, has long been an issue in policing, as in other traditionally male-dominated occupations. As the survey undertaken as part of Phase I of the OPS Gender Equality Review revealed, there are almost three men for every woman among OPS sworn members. Male-dominated organizations are particularly vulnerable to masculine stereotypes that make it harder for women to excel.

However, research shows that when policing agencies focus on improving gender responsiveness, they reap a range of benefits, from increased operational effectiveness (Valasek 2008; Bastick 2014) to enhanced public trust and support and willingness to cooperate with police (Valasek 2008; OSCE 2008; Riccucci, van Ryzin and Lavena 2010).

Rather than simply fulfilling the obligations under the Minutes of Settlement, the OPS took the most innovative and thorough approach it could to this important work. This included original research by Dr. Linda Duxbury of the Sprott School of Business at Carleton University, which allowed the OPS to gain a fulsome understanding of the depth of issues the organization faces with regard to gender. The results, described later in this document, reveal just how intractable some of these issues may be. But these insights are also allowing the OPS to revamp the policies and procedures in ways that are likely to have the greatest impact. This research—and our commitment to going above and beyond the requirements of the Minutes of Settlement – served as a light to guide our work in Phase III and will continue to lead us forward as the OPS works towards meeting the thresholds established in the Equality Framework©.

The OPS also worked with its senior management group to develop a strong commitment statement to inform the OPS Gender Project going forward. The OPS statement of commitment to an Equitable Work Environment is now part of all policies that were developed or revised under the terms of the Minutes of Settlement:

*The OPS will serve the community and create and maintain an equitable and adaptive work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion.*

## MINUTES OF SETTLEMENT DELIVERABLES

The deliverables to be completed during Phase III under the Minutes of Settlement were to prepare, in draft form:

- New and/or amended promotion and job placement policies;
- Proposals for procedural and structural elements to support these new and/or amended promotion and job placement policies; and
- A new and/or amended human rights accommodation policy to address sex (including pregnancy) and family status discrimination and accommodation.

## THE MODEL

The OPS Gender Project Team took a multi-pronged approach to Phase III of its Gender Project.

The first step was a detailed literature review encompassing the following: international human rights, discrimination and labour standards; Ontario Human Rights Commission and Canadian Human Rights Commission guidelines; international best practices; Canadian police best practices; Ontario legislation and case law; and documents from the Canadian Centre for Diversity and Inclusion and Status of Women Canada.

The team also completed Gender Based Analysis Plus (GBA+) training, which enabled them to challenge assumptions so they could assess the literature review for all possible options – even those they might not previously have considered. This training, which is offered by Status of Women Canada, helped inform Phase III of the OPS Gender Project and will continue to guide the organization as it works towards fulfilling its equity, diversity and inclusion goals.

## ABOUT THE GBA+ FRAMEWORK

GBA+ is an analytical tool used to assess the potential impacts of policies, programs, services, and other initiatives on diverse groups of women and men, taking into account gender and other identity factors. The “plus” in the name highlights the fact that GBA+ goes beyond gender to include other factors (like age, race, education, culture, and income) that together form a person’s identity. In 1995, the federal government committed to using GBA+ as a means to advance gender equality in Canada.



Figure 1.0 Status of Women Canada GBA+ Framework<sup>1</sup>

An organization adopting the GBA+ Framework would incorporate the following six elements:

1. A **responsibility centre** to oversee the implementation of GBA+ and provide internal advice;
2. An organizational **needs assessment** to determine the capacity and resources that already exist in the organization, and to inform the creation of a work plan;
3. A **policy statement** or **statement of intent** to articulate the commitment to GBA+ and provide a mandate for implementation;
4. GBA+ **training and tools** to facilitate buy-in, build capacity and inform different parts of the organization about GBA+;
5. A GBA+ **pilot project** to provide a concrete example of how the tool can be applied; and
6. **Ongoing monitoring of progress**, to highlight successes, best practices, and to identify gaps and new priorities.<sup>2</sup>

Several elements of the GBA+ Framework were addressed in Phase III of the OPS Gender Project. Others will be addressed going forward.

<sup>1</sup> Status of Women Canada GBA+ Framework <http://www.swc-cfc.gc.ca/gba-ac/sustainable-perennite-en.html>

<sup>2</sup> Ibid.

## NEW ORGANIZATIONAL UNIT

On April 24, 2017, the OPS Senior Leadership Team approved, in principle, a proposed mandate for an Equity, Diversity and Inclusion (EDI) Office within the OPS. This office, which will take a generalized approach to human rights, fulfills the need for a responsibility centre under the GBA+ Framework.

In order to achieve equality, organizations must constantly challenge assumptions – either our own or those of the institution we work for – that could affect the development or outcome of an initiative. This may also include a consideration of the ‘informal’ policies of the OPS – those behaviours, activities, or processes that have become ingrained as part of the workplace culture. The OPS must consider the diversity of the women and men who will be affected by the actions of the organization<sup>3</sup> and these considerations must be incorporated at all stages of the policy, program, and legislative process, rather than being simply an “add-on.”<sup>4</sup> The establishment of a dedicated EDI office with this mandate would provide the OPS with guidance on human resources issues, systemic barriers at the strategic level, and will allow the organization to be more proactive in closing the gaps between our goals and our results.

The EDI lens is like a pair of glasses that helps us to see things from differing and new perspectives, provides us clear focus and gives us a more complete view. This lens enables us to incorporate diverse perspectives, which will strengthen the capacity of work teams, create a positive and respectful work environment, build a workforce and service that is reflective of our diverse communities, and help us address the systemic barriers and inequities people face. The principles are:

- *Equitable* – treating everyone fairly by acknowledging their unique situation and addressing systemic barriers; ensuring everyone has access to equal results and benefits;
- *Diverse* – drawing upon a wide range of experiences, perspectives and skills within a person, group or community to make our communities and workplaces richer; and
- *Inclusive* – acknowledging and valuing people’s differences so we all have a sense of belonging, acceptance and recognition as valued and contributing members of society.<sup>5</sup>

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<sup>3</sup> Status of Women Canada GBA+ Framework

[http://www.swc-cfc.gc.ca/gba-acsc/course-cours/eng/mod06/mod06\\_03\\_02.html](http://www.swc-cfc.gc.ca/gba-acsc/course-cours/eng/mod06/mod06_03_02.html)

<sup>4</sup> Status of Women Canada GBA+ Framework

[http://www.swc-cfc.gc.ca/gba-acsc/course-cours/eng/mod04/mod04\\_03\\_01.html](http://www.swc-cfc.gc.ca/gba-acsc/course-cours/eng/mod04/mod04_03_01.html)

<sup>5</sup> Ottawa Police Business Plan 2016-2018 at p.14

[http://ottviki/download/attachments/19564645/FINAL+OPS\\_15-364\\_BusinessPlan\\_E\\_acc.indd.pdf](http://ottviki/download/attachments/19564645/FINAL+OPS_15-364_BusinessPlan_E_acc.indd.pdf)

The EDI office will provide a means to pilot GBA+ within the OPS, provide oversight, direction and promotion of equality across the OPS, as well as monitor progress on an ongoing basis. Staffed by subject matter experts, the EDI office will also help educate employees about the new Equitable Work Environment Policy, advise the OPS Executive, and respond in a timely way to all matters related to human rights, many of which are beyond the scope of the existing programs within the OPS. *The intent is to have the EDI office wear the EDI “glasses.”*

Thanks to the Gender Project, the OPS is more aware than ever of the role organizational culture plays in achieving employee engagement. An office such as this will ensure that human rights issues are addressed in a focused and direct way, and will also support other OPS initiatives, including its Multi-Year Action Plan for Bias-Neutral Policing and the Wellness Initiative.

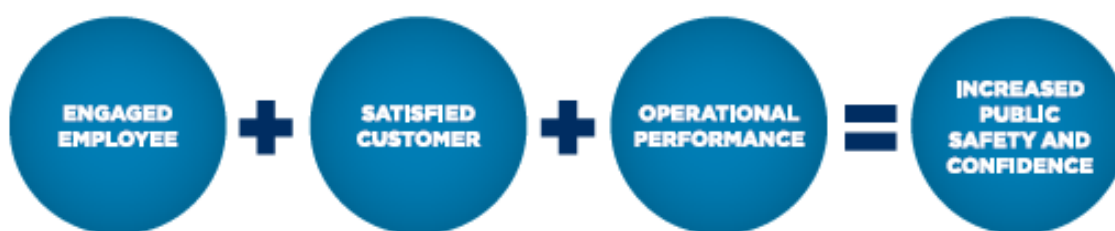


Figure 2.0 OPS Value Chain<sup>6</sup>

In order for the OPS to succeed in its commitment to equality, it requires the constancy of a dedicated office to lead, support, and monitor implementation of the GBA+ Framework and EDI lens. The EDI office will also assist in digging deeper into systemic issues which may, in turn, be affecting diverse representation in certain workforces.<sup>7</sup>

Under the draft Equitable Work Environment Policy, the EDI Office is also responsible to promote an understanding of the policy through employee empowerment and education and will also report regularly to the Ottawa Police Services Board to provide clear and transparent metrics for the policy.

## GBA + TOOLS AND TRAINING

The OPS is working with the Centre for Intercultural Learning (CIL) at Global Affairs Canada on a GBA+ training program, another element required for organizations adopting the GBA+ Framework. The program is intended to help the OPS integrate GBA+ into its planning, policy,

<sup>6</sup> Ibid at p.12.

<sup>7</sup> Status of Women Canada GBA+ Framework <http://www.swc-cfc.gc.ca/gba-acs/apply-appliquez-en.html>

programs and everyday operations. While focused on GBA+, the training will go beyond gender to include components related to personal bias and human rights.

The proposed GBA+ training program will be developed in three parts:

- A core online training for all OPS employees;
- A one-day in-class GBA+ course for select strategic staff (i.e., supervisors, policy performance staff, human resources personnel, etc.); and
- A two-day Training-of-Trainers (ToT) course for Professional Development Staff

The proposed training curriculum is attached as Appendix B.

## POLICY AND SUPPORT COMPLIANCE

An important reference document that guided the work of the Gender Project was *Gender Audits in Policing Organizations*, prepared for the Status of Women Canada by Ruth Montgomery. In this document, Ms. Montgomery identifies gender mainstreaming and gender-based analysis (i.e., GBA+) as two key principles to guide an organization's journey to gender equality.

Having worked with Ms. Montgomery during earlier phases of the Gender Project, the OPS engaged her during Phase III to review its new and/or amended draft policies and procedures related to Transfer of Sworn Personnel, Promotion, and Accommodation and perform a gap analysis. The purpose of the review was to identify potential barriers that may hinder the OPS in achieving its equity, diversity and inclusion objectives, and to make suggestions on how Ontario Human Rights Commission (OHCR) and best practice guidelines can be met.

## METHODOLOGY

The OPS draft policies on Transfer of Sworn Personnel, Promotion and Accommodation were reviewed for alignment with:

1. International human rights, discrimination and labour norms and standards;
2. Canadian human rights and labour legislation, and related guides;
3. The Status of Women Canada gender equality strategy;
4. Government of Ontario and OHRC guidelines and checklists; and
5. Leading gender responsive policies, practices and guidelines developed by governments, researchers, and internationally recognized organizations, including, but not limited to: the Geneva Centre for the Democratic Control of the Armed Forces (DCAF) guidelines on conducting gender assessments in police organizations and integrating gender in internal governance and The International Association of Chiefs of Police (IACP) model policies.

To facilitate the gap analysis, Ms. Montgomery developed a series of questions related to organizational gender responsiveness and inclusion that were based the leading policies and procedures identified during her literature review. These were integrated with the OHRC-approved Equality Framework© questions developed by ePsy Consultancy for the Phase II Gender Audit to create a checklist, which Ms. Montgomery used to assess each draft policy. Topic areas and sample questions are outlined in the table below. The complete questionnaire used in the gap analysis is attached as Appendix C.

<b>Topic Area</b>	<b>Sample Questions</b>
Organizational Policy	<i>Do national or provincial policies on gender related issues set out particular responsibilities for the organization? If so, what are they? Who monitors compliance?</i>
Gender Policy and Action Plan	<i>Does the OPS have a clearly defined gender policy or gender action plan which includes:</i> <ul style="list-style-type: none"> <li>• <i>targets</i></li> <li>• <i>timeframe</i></li> <li>• <i>resources needed for implementation</i></li> <li>• <i>clear responsibilities for different levels of staff (from senior management down)</i></li> <li>• <i>monitoring and evaluation mechanisms</i></li> <li>• <i>reporting mechanisms?</i></li> </ul>
Internal and External Oversight of Gender Policies and Issues	<i>What training do internal and external oversight body members receive on gender mainstreaming, gender equality and other gender related issues?</i>
Leadership	<i>How does the executive/senior management team express and demonstrate a commitment to promoting gender equality goals within the OPS?</i>
Organizational Gender Mainstreaming and Gender Equity in Practice	<i>Does OPS engage men who are the influencers in developing and implementing gender sensitive practices?</i>



Building Gender Awareness (includes focus on broader diversity and inclusion)	<i>Are there human rights and gender related resources available and easily accessible to all OPS members? What are they? How can they be accessed?</i>
Metrics	<i>Are there policies that require gender disaggregated data to be collected? Are there systems in place to ensure that required data is collected?</i>
Recruiting Policy and Practice	<i>What does the OPS do to encourage women to choose a policing career?</i>
Training Units and Training	<i>What mechanisms are in place to ensure that women and men have equal opportunity to participate in training? Specialist training?</i>
Opportunities and Positions	<i>Are women or particular groups of men or women excluded from any roles within the OPS? If yes, what are they, and why?</i>
Accommodations and other Human Resource Management Considerations	<i>Are women and men employees valued and supported in balancing their professional and family responsibilities?</i>
Complaint Structures and Mechanisms	<i>How can security sector personnel make a complaint against one of their colleagues or their institution of gender-based violence, sexual harassment, sex discrimination or other human rights abuse (i.e. internal complaints mechanism)?</i>
Member Performance Management	<i>How is individual performance related to gender and diversity management reported and assessed? Is consideration given to gender responsiveness?</i>
Advancing and Promoting	<i>Are there measures in place to ensure that women are encouraged to</i>

Women	<i>pursue leadership roles and advancement?</i>
Infrastructure and Equipment	<i>Are there appropriate uniforms for female personnel, including pregnant women, at every rank/ level and in every role?</i>
Work Culture	<i>What is being done to break down hierarchies, siloes, and aggressive cultures, engage people of different levels and backgrounds, and open doors to promote dialogue?</i>

## RESULTS

Ms. Montgomery's analysis provided helpful feedback that was taken into consideration when the OPS revised its draft policies on Transfer of Sworn Personnel and Promotion and created its new Equitable Work Environment Policy, described below.

Ms. Montgomery's report also recommends further training and education to 1) increase awareness and educate staff on gender awareness, gender sensitivity, and the benefits of increased work flexibility; 2) reduce discriminatory attitudes against people being accommodated or on maternity or parental leave; and 3) build awareness and sensitivity to demystify transgenderism in a way that instills trust and respect in all OPS employees.

## OPS INTERNAL REVIEW AND POLICY CHANGES

Following the Gap Analysis, the OPS Gender Project Team worked with internal stakeholders (including the key stakeholder) to review and revise policies and procedures based on the feedback provided by Ms. Montgomery.

This review was an extremely valuable exercise for the OPS, particularly as the organization works towards finalizing a new Multi-Year Action Plan for Bias-Neutral Policing, which will provide a longstanding framework that builds on the OPS equity, diversity and inclusion goals. It's important to note that the OPS Gender Project is not taking place in a vacuum. The OPS is cognizant that the organization needs to do better in many areas, from the diversity of our workforce to employee wellness. This internal review, while initiated as part of the Gender Project, represents robust work that the organization can build on and expand into other areas. The review not only revealed that many of the policies were outdated and did not reflect modern practices (at least one dated from 2002), but that the OPS had significant policy gaps.

The OPS, for example, previously did not have a human rights accommodation policy. But following Ms. Montgomery's feedback on what was originally a draft accommodation policy, the OPS proceeded to create an Equitable Work Environment Policy to meet the requirements of the Minutes of Settlement and provide a platform to address internal OPS issues that go beyond gender. This new policy – along with supporting procedures related to Sex (including Pregnancy) and Maternity/Parental Leave and Family Status – represent a powerful statement of the OPS commitment to equity, diversity and inclusion across the organization.

As part of the review, the OPS made the decision to add its statement of commitment to an Equitable Work Environment into all new and amended policies. Specific changes to policies and procedures are outlined below:

#### EQUITABLE WORK ENVIRONMENT POLICY

This new policy not only fulfills the requirement for a Human Rights Accommodation Policy under the Minutes of Settlement, but lays the foundation for further work towards the organization's equity, diversity and inclusion goals. It incorporates the OHRC's guidelines for accommodation, expands the formal accommodation process for grounds that were previously not recognized, and embeds the obligations of the Equitable Work Environment policy into the OPS chain of command. The policy also includes evaluation metrics.

To support the Equitable Work Environment Policy, the OPS has also developed supporting procedures related to:

- a) Sex (including Pregnancy) and Maternity/Parental leave. This procedure adopts OHRC guidelines with respect to sex and pregnancy. It also formalizes the process for accommodation for pregnancy, expands the scope of pregnancy-related needs, reiterates a commitment to a family friendly workplace and positive work-life balance, formalizes and aligns the guidelines for maternity and parental leave, and embeds obligations into the OPS chain of command.
- b) Family Status. This procedure adopts the OHRC's guidelines and formalizes the procedure for family status accommodations. It also takes into account the reality of contemporary family structures and expands the definition of family status to include the full range of familial relationships, and considers employees' overall caregiving responsibilities.

#### TRANSFER POLICY

Equity, diversity and inclusion is now a principle of the amended Transfer Policy, which focuses on member development, and also builds in a provision for members on maternity, parental or family-status related leave so they can still participate in the process. The policy also mandates diversity on panels, as well as ethics and suitability screening and training for all those participating in the Transfer process to ensure it is equitable and adaptive, and free of biases

and conflicts of interest. Evaluation metrics are also included to ensure the collection and analysis of data related to sex and gender.

#### PROMOTIONS POLICY

The amended OPS Promotions Policy mandates diverse panels, bias-free training and also incorporates an ethics statement that speaks to the principles of equity, diversity and inclusion (EDI). Under the new policy, job scenarios and interview questions will be reviewed by a third party, and an impartial observer will be involved in every promotion process. The policy includes metrics to ensure disaggregated data on sex and gender are collected and analyzed and recommends the development of a Sponsor for Recommendation Guide to standardize the endorsement of candidates into the promotions process. Also under the policy, the Chief of Police will have EDI responsibility, and the reassessment panel for Sergeants and Staff Sergeants will be representative of diversity.

#### ADDITIONAL DELIVERABLES

A number of additional deliverables – which go beyond those required under the Minutes of Settlement – were identified during Phase III that will help support the OPS as it works towards its equity, diversity and inclusion goals. These include a new procedure for prevention of discrimination and accommodation based on Gender, Gender Identity and Gender Expression, an amended procedure for Job Shares, and a new procedure and process for Leave of Absence without Pay. These new procedures and processes, outlined below, are attached as Appendices D, E, and F, respectively:

#### GENDER, GENDER IDENTITY AND GENDER EXPRESSION

The new OPS procedure for the prevention of discrimination and accommodation based on Gender, Gender Identity and Gender Expression represents the first introductory document on gender expression to be adopted by the OPS. It includes an educational piece on the various definitions related to gender and incorporates OHRC guidelines with respect to gender accommodations (including use of preferred pronoun, washroom/change rooms, and transitioning). It also addresses sexual harassment and formally prohibits sexual solicitation.

#### JOB SHARE

This document formalizes the procedure for Job Shares within the OPS, while protecting entitlements and seniority under the Collective Agreement. It identifies job sharing as a form of Family Status accommodation.

#### LEAVE OF ABSENCE WITHOUT PAY

This document formalizes the process for Leave of Absence without Pay. It includes supports for employees' family-related needs through a child's first five years of life, and is identified as a form of family status accommodation. There is no minimum duration of employment for staff

applying for a Leave of Absence without Pay, and employees on family-status leave will still be able to compete in transfer and promotion processes.

## THE EQUALITY FRAMEWORK© TEST

The OPS engaged Dr. Carina Fiedeldey-Van Dijk and her team at ePsy Consultancy to perform another gender audit on the revised documents, again using the Equality Framework© tool.

## METHODOLOGY

While the Phase II gender audit rested on a review of all current OPS promotion and job placement policies, practices and procedures related to sworn members – a total of 2,000 pages from 55 distinct written data sources – the Phase III gender audit was conducted on a smaller scale: Seven documents (totalling 51 pages) were submitted, all of them of a policy, process-oriented or procedural nature, and all in draft format. Five of these were revised versions of documents submitted during Phase II, and two were newly created. The documents submitted were:

1. OPS Process and Procedure for Prevention of Discrimination and Accommodation based on Family Status (revised);
2. OPS Process and Procedure for Maternity, Parental Leave and Accommodation based on Gender, including Pregnancy (revised);
3. Equitable Work Environment Policy (new);
4. OPS Process and Procedure for Prevention of Discrimination based on Gender, Gender Identity and Gender Expression (new);
5. Promotion Process – Inspector and Superintendant (revised);
6. Promotion Process – Sergeant and Staff Sergeant (revised); and
7. Sworn Staffing Transfer Policy

The constructive review process used during Phase III was aimed at emphasizing strengths, where deserved, and highlighting continued gaps, where needed.

The written data sources were gender audited by a panel of three independent, seasoned researchers under the leadership of Dr. Fiedeldey-Van Dijk. Reviewer ratings were captured in exactly the same way as they were during the Phase II audit using the four elements – and corresponding 20 rating criteria – of the Equality Framework©.

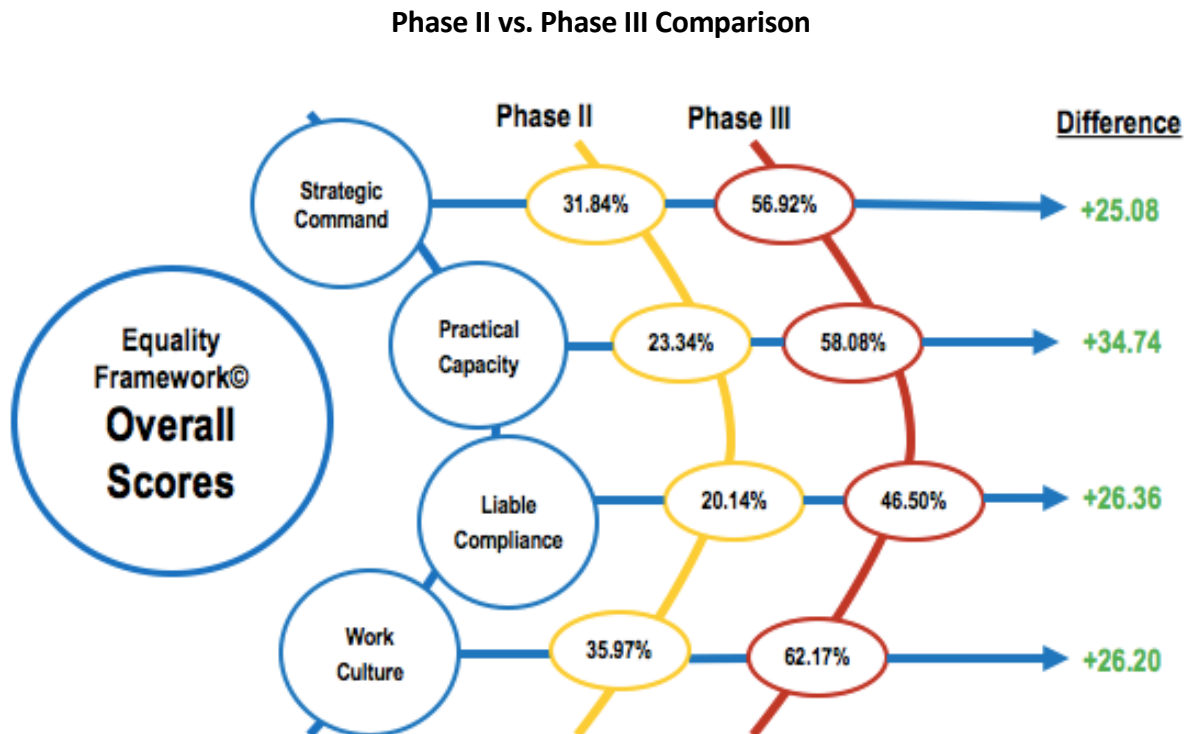
In order to provide a reasonable comparison of the results between Phase II and Phase III, the process of review scoring was repeated for the Phase II documents that most closely matched those re-submitted for review during Phase III. However, in order to ensure an independent review, the auditors were instructed to review the Phase III document before opening its corresponding Phase II version or looking up the earlier ratings.

## RESULTS

As stated earlier, for an organization to be considered compliant with gender equality standards based on the Equality Framework®, it must score 61% or higher on average. The audit scores for five of the seven documents submitted during Phase III were found to lie above 60%. However, while the OPS fared better than it did during Phase II, overall scores in Phase III narrowly missed the set point for minimal acceptance.

The overall audited outcome of gender equality for the seven Phase III documents was 56.14%, compared to 36.71% for the seven corresponding Phase II documents.

A comparison of specific Phase II and Phase III gender audit scores across the four key elements that comprise the Equality Framework® is shown in the graphic below:



In her report, Dr. Fiedeldej-Van Dijk noted that the Phase III documents “are progressive, overtly acknowledge gender, and include metrics,” and also that “the importance of gender equality in the workplace is carried through all documents.” However, there is still a lot of room for improvement – namely, to ensure all 20 criteria of the Equality Framework® are included in the content.

Following the Phase III Gender Audit, the OPS made additional revisions to its Transfer policy. The organization will continue to use feedback gleaned from ePsy Consultancy as it works towards finalizing and implementing its new/amended policies and procedures as required under Phase IV of the Minutes of Settlement.

The complete *Independent and Comparative Gender Audit of Select OPS Written Data Sources* prepared by ePsy Consultancy during Phase III is attached as Appendix F.

## CULTURE AND OTHER BARRIERS

Despite reviewing and revising the policies and procedures in accordance with the obligations under the Minutes of Settlement, OPS still barely reached the 60% threshold for compliance under the Equality Framework<sup>©</sup>. It has become clear that the organization needs to do more to understand the unintended consequences and unseen barriers that are a part of the workplace culture -- barriers that cannot be addressed through policy work alone.

Given the results of Phase I and II, the OPS was concerned that gender and/or family status might negatively impact transfer and promotion processes within the organization, but lacked supporting data. While not mandated by the Minutes of Settlement, the OPS, guided by GBA+ Framework best practices, set out to better understand this issue through original, evidence-based research, believing that it would not be able to review and revise its policies in a meaningful way without gaining more insight into its own workplace culture.

To this end, the OPS engaged Dr. Linda Duxbury of Carleton University's Sprott School of Business to undertake a study designed to assess whether or not gender and/or family status affects:

- The likelihood an officer will seek a promotion/transfer; and/or
- The likelihood applicants receive a promotion/transfer.

This research represents uncharted territory for the OPS, and will indeed make us a leader among policing organizations in striving to uncover the hidden factors that affect the employees' career outcomes. We know we face similar barriers with regard to diversity and employee wellness, and these efforts are a crucial component of the OPS' Multi-year Action Plan for Bias-Neutral policing.

## METHODOLOGY

Dr. Duxbury sought, and received, approval from the Carleton University Research Ethics Board (CUREB) for this project. A short electronic survey was developed collaboratively with the OPS to gather information from sworn members of the OPS about the decision to participate in the transfer process, the decision to participate in the promotion process and the outcomes of

those decisions. The questionnaire also asked for personal demographic information that was used in the analysis of the responses. An invitation to participate in the anonymous survey was circulated by e-mail to 1,372 sworn members of the OPS on January 23, 2017. Members were invited to complete the survey within two weeks, and the survey was closed on February 13, 2017.

Just over half (53%) of the officers who received the survey invitation responded. Thirty-four respondents did not indicate their gender and were removed from the sample. The 654 remaining responses were analyzed.

Follow up interviews will be conducted in the coming months with 218 officers who volunteered to share their experiences with the promotion and transfer process. This will help shed more light on the factors impacting a person's decision to seek a promotion or a transfer.

## RESULTS

The survey data indicate there are no significant gender differences among sworn members with respect to the following:

- Age of the respondents;
- Age of children at home for those who are parents;
- The likelihood of caring for an elderly parent or relative;
- The likelihood of applying for a transfer/receiving a transfer to the requested directorate;
- The likelihood of receiving a promotion;
- The number of times an individual goes through the promotion process; or
- The likelihood of being on the eligibility list for promotion.

However, the data did reveal noteworthy gender differences in some areas, specifically:

- Female sworn officers are more likely than their male counterparts to be single, to have no children, to hold the rank of constable, and to have spent 20 or more years in their current rank.
- Male sworn officers are more likely than their female counterparts to be married or living with a partner, to have children at home, to hold the rank of Sergeant, and to apply for a promotion.

These differences suggest it is more difficult for female officers to combine marriage and parenthood with their duties as a police officer than it is for men, and that these factors are significant in determining career outcomes for women. They also support the idea that gender plays a role in deciding whether or not to apply for a promotion within the OPS.



With respect to the relationship between family status and the promotion and transfer processes, the researchers made the following observations based on the survey data:

- Family status (operationalized as having children five to 12 years old at home) is associated with the decision to apply for a transfer.
  - Men with children at home are significantly more likely to apply for a transfer than other groups of respondents.
- Family status (operationalized as having children under five at home) is associated with the likelihood that an individual will be on the eligibility list for promotion.
  - Men with children under five at home are significantly more likely to be on the eligibility list for promotion than other groups of respondents.
- Family status (operationalized as having children at home) is not associated with:
  - the likelihood that a person who has applied for a transfer will get a transfer;
  - the likelihood that a person will seek a promotion; or
  - the likelihood that a person will receive a promotion.
- When eldercare is included as part of family status, officers with eldercare responsibilities are significantly more likely than those without to apply for a promotion.
- Eldercare responsibilities are not, however, associated with:
  - the decision to seek a transfer;
  - the likelihood that a person will receive a transfer; or
  - the likelihood that a person will receive a promotion.

The survey data suggest men and women make different career planning decisions at work depending on their family status. It appears that men get married, have children and apply for promotion in order to get their name on the eligibility list when their children are very young. This strategy is likely to lead to a faster rate of promotion than that taken by women, who seem to either wait until their children are older to apply or to reduce their family commitments (not getting married, not having children) to increase their career flexibility.

This study has given the OPS important benchmark data that will help the organization design effective policies and programs to address issues with respect to transfer and promotion – and to measure their success going forward. Together with the Gender Audit completed by Dr. Fiedeldej-Van Dijk in Phase II, Dr. Duxbury's work will allow the OPS to complete a needs assessment (a key element in the GBA+ Framework) and to evaluate its internal competencies with regard to gender equality.

It is clear from the data that the OPS must look more deeply at: 1) the decision to apply for a promotion and 2) the decision to apply for a transfer. It appears from the survey results that it is in the individual decision-making process that inequalities may arise, rather than in the promotion and transfer policies themselves.

Dr. Duxbury and her research team will delve into this issue with the 218 officers who volunteered to participate in follow-up interviews. The interviews will seek further information in three key areas:

1. The decision making processes male and female officers with and without children use to make the decision as to whether or not to seek a promotion;
2. The decision making processes male and female officers with and without children use to make the decision as to whether or not to seek a transfer; and
3. How “police couples” within OPS (where both spouses/partners are sworn members) make career decisions within the family.

Dr. Duxbury’s full report, *Impact of Gender and Family Status on Transfer and Promotion: Key Findings from Survey of Sworn Ottawa Police Service Officers*, is attached as Appendix G.

## PHASE III DELIVERABLES

In accordance with the Minutes of Settlement, and following the extensive research and consultations described above, the OPS is submitting the following new and/or amended policies to the Ontario Human Rights Commission (as Appendices H, I and J, respectively):

- Amended Promotion Policies (with associated procedural and structural supports)
- A new Transfer of Sworn Personnel Policy (with associated procedural and structural supports)
- A new Equitable Work Environment Policy
  - A procedure to address Prevention of Discrimination and Accommodation based on Sex (including pregnancy), Maternity & Parental Leave
  - A procedure to address Family Status Discrimination and Accommodation

The OPS understands that new policies and procedures are only the first step towards creating real change as it works towards its equity, diversity and inclusion (EDI) objectives. Changing the culture within the OPS in a long-term goal that represents the greatest challenge but also has the potential to make the biggest impact.

As stated earlier, the OPS Gender Project – and, in particular, the resulting new Equitable Work Environment policy – is laying the groundwork for a long-term, organization-wide effort to “create and maintain an equitable and adaptive work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career.”

The goal is to embed the values of Equity, Diversity and Inclusion (EDI) alongside the OPS values of Honour, Courage and Service at every level of the organization. EDI has emerged as a

worldwide practice, and the 2016-2017 OPS business plan commits to integrating these principles into its business practice, processes, planning, and culture.

## CONCLUSION AND NEXT STEPS

The OPS engaged the key stakeholder and other parties to the Minutes of Settlement during Phase III, and will continue to work with them during the next phase of its Gender Project. Work has already begun on Phase IV, which will be delivered on Nov. 4, 2017, in accordance with the Minutes of Settlement. The Phase IV requirements are as follows:

- The finalization of the new and/or amended promotion and job placement policies, and procedural and structural elements to support these policies;
- The provision of training to employees on the new and/or amended promotion and job placement policies; and
- The provision of training to all staff on the new and/or amended human rights accommodation policy\*.

*\*Now the Equitable Work Environment policy*

The specific actions to be taken (or already underway) as part of Phase IV include the following:

- An informal Equality Framework© review by ePsy Consultancy of 65 support documents related to new and/or amended policies and procedures;
- Continued review of and revisions to policies, procedures and processes to bring their final versions into closer alignment with Equality Framework© criteria, and thus with international standards of gender equality. To support this, the OPS will develop Terms of Reference for:
  - The Promotions Steering Committee, which was formed to ensure quality in the design, development and administration of sworn promotion processes for the ranks of Sergeant, Staff Sergeant, Inspector, and Superintendent; and
  - The OPS Sworn Staffing Committee (SSC), whose mandate is to make decisions on staffing actions – including Transfers, Temporary Assignments and Accommodations – within the framework approved by the OPS Senior Management Committee.
- Follow-up interviews with sworn members will be conducted by Dr. Linda Duxbury and her team to help the OPS better understand how they decide whether or not to seek a promotion or transfer. These findings will inform the work of Phase IV by providing the OPS with further information for the policy revisions and identifying systemic issues that will help define the scope and mandate of the Equity, Diversity and Inclusion Office.

- The OPS is expanding on the requirement of training to include additional topics such as human rights, GBA+, and bias.
- The OPS Gender Project Team is also exploring a range flexible work options for consideration by OPS senior management, as well as eldercare services and emergency childcare services to determine the extent to which OPS will make these available to its employees.

With the submission of this report, the OPS has completed its obligations under Phase III of the Minutes of Settlement, and has also made progress towards its vision of creating and maintaining an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from barriers and discrimination, throughout their career.

## APPENDICES

### APPENDIX A

#### EQUALITY FRAMEWORK© RATING CRITERIA

##### **Strategic Command**

Rating criteria: The OPS adheres to strategic command of gender equality when it sufficiently demonstrates in its written and unwritten policies, procedures and practices that:

- SC1 Gender equality is integrated mandatorily into the OPS's strategic and operational objectives;
- SC2 The OPS acts according to a written policy that affirms a commitment to gender equality;
- SC3 All levels of management take responsibility for gender equality implementation and support;
- SC4 Women's voices in senior positions have increased comparatively in the past few years; and
- SC5 The OPS has budgeted adequate financial resources to support gender integration work.

##### **Practical Capacity**

Rating criteria: The OPS has the practical capacity to adhere to gender equality when it sufficiently demonstrates in its written and unwritten policies, procedures and practices that:

- PC 6 OPS members accept that gender equality concerns both men and women, and their relations;
- PC 7 All members have access to well-stocked information and methods for OPS gender mainstreaming;
- PC 8 The OPS integrates gender considerations as a cross-cutting theme in all member training;
- PC 9 OPS men and women share decision making in meetings and in operations; and
- PC 10 Skilled OPS members from each directorate are assigned to look after gender mainstreaming.

##### **Liability Compliance**

Rating criteria: The OPS adheres to gender equality compliance when it sufficiently demonstrates in its written and unwritten policies, procedures and practices that:

- LC 11 Every member feels equipped to prevent and deal with gender discrimination in the OPS;
- LC 12 OPS gender equality objectives are incorporated in performance indicators and appraisals;
- LC 13 The OPS uses external expertise and endorses attainable gender equality standards at all levels;
- LC 14 The OPS builds metrics in all initiatives to purposely monitor and evaluate gender equality; and
- LC 15 OPS members provide and ask for collegial feedback on their gender mainstreaming efforts.

**Work Culture**

Rating criteria: The OPS has an organizational culture that adheres to gender equality when it sufficiently demonstrates in its written and unwritten policies, procedures and practices that:

- WC 16      The OPS places a differently equal value\* on the ways both men and women perform effectively;
- WC 17      OPS men and women are selected fairly for work accommodations, opportunities, and positions;
- WC 18      OPS directorates freely exchange information, experience and advice to resolve gender issues;
- WC 19      OPS men and women are comfortably included in work and social interactions with colleagues; and
- WC 20      OPS members are respectful and focused on capabilities and interests within gender differences.

*\*Differently equal value refers to equal opportunities and rewards (wages or otherwise) granted to men and women based on performance of the same or substantially the same work, or work of the same or equal value. It helps address the underlying faulty rationale that female jobs are undervalued relative to male jobs and closes the wage and opportunity gap caused by occupational segregation.*

APPENDIX B

IMPACT OF GENDER AND FAMILY STATUS ON TRANSFER AND PROMOTION: KEY FINDINGS FROM SURVEY OF  
SWORN OTTAWA POLICE SERVICE OFFICERS

**Impact of Gender and Family Status on Transfer and Promotion:  
Key Findings from Survey of Sworn Ottawa Police Service Officers**

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**Linda Duxbury, PhD,**

**Sprott School of Business**

**Carleton University**

**Submitted to Ottawa Police Service (OPS)**

**Monday March 6<sup>th</sup>, 2017**

## Summary

This report summarizes key findings from a study undertaken to give the Ottawa Police Service (OPS) benchmark data that they can use to design effective policies and programs addressing issues with respect to key HR processes: transfer and promotion. Data used in this report came from an electronic survey of sworn members of the Ottawa Police Service. Just over half (53%) of the officers who received the survey invitation responded to the survey (i.e. n= 688 out of 1299).

The following observations can be made from these data with respect to gender. First, there were no significant gender differences in the sample with respect to the age of the respondents, the age of children at home for those who are parents, the likelihood of having eldercare, the number of years the officers has spent working at the OPS or in their current role, the likelihood of applying for a transfer/receiving a transfer to the requested directorate, the likelihood of receiving a promotion, the number of times an individual goes through the promotion process, and the likelihood of being on the eligibility list for promotion.

That being said, there were a number of important gender differences that are noteworthy. Specifically, the female officers in the sample were significantly more likely than their male counterparts to be single, to have no children, to hold the rank of constable, and to have spent 20 or more years at their current rank. The male officers in the sample, on the other hand, were more likely than their female counterparts, to be married or living with a partner, to have children at home, to hold the rank of sergeant and to apply for a promotion

The following observations can also be made with respect to the relationship between family status and the promotion and transfer processes. First, we note that family status (i.e. operationalized as having children 5 to 12 years of age at home) is significantly associated with the decision to apply for a transfer such that men with children at home were significantly more likely to apply for a transfer than any other groups of respondents. Second, we found that family status (operationalized as having children at home) is not associated with the likelihood that an individual who has applied for a transfer will get a transfer, that an individual will seek promotion and that an individual will receive a promotion. Third, when we operationalize family status as having eldercare responsibilities we note that officers with eldercare responsibilities are significantly more likely than those without to apply for a promotion. Eldercare is not however, associated with the decision to seek a transfer. Nor is it associated with the likelihood that an individual will receive a transfer or a promotion.

Follow up interviews will be conducted with the 218 officers who volunteered to share their experiences with the promotion and transfer process with us to shed more light into the factors impacting the decision to seek a promotion or a transfer.

### Impact of Gender and Family Status on Transfer and Promotion:

### Key Findings from Survey of Sworn Ottawa Police Service Officers

#### 1. Background:

In 2012, a human rights application was filed with the Human Rights Tribunal of Ontario (HRTO) by a sworn female Ottawa Police Service (OPS) officer against the Ottawa Police Services Board (OPSB). The complainant alleges discrimination in employment on the basis of gender and family status. As part of the settlement of the case, the OPSB undertook a series of actions to address the problems related to gender within the OPS. The first two steps, Phases I (to analyze the data collected in the OPS 2012 Workplace Census to determine the demographic character



of employees with regards to gender and family status (or both, where applicable) at all levels and ranks) and II (to review all written and unwritten promotion and job placement policies, procedures, and practices to ensure they do not discriminate on the basis of gender and/or family status at all levels and tanks), were completed on November 4, 2016.

Informed by the findings of Phases I and II, the OPS will develop, amended Promotion Policies (2), a new Transfer of Sworn Personnel Policy, and a Human Rights Accommodation Policy to address sex (including pregnancy and family status). They will also develop program supports for these policies. The study to be conducted by Dr. Duxbury and her team will inform and guide the OPS' policy work and prioritize efforts.

### 1.1 Objective of This Study:

The OPS is concerned that gender and/or family status might negatively impact two of their key HR processes: transfer and promotion. At this time, however, they do not have the data that they need to understand whether or not gender and/or family status impacts:

- The likelihood that an officer will seek a promotion/seek a transfer, and/or
- The likelihood that applicants get a promotion/transfer

In other words, they do not have the data that will allow them to examine the extent to which gender and/or family status impact the promotion process (see Typology A) or the transfer process (see Typology B). Such information is critical to any efforts to address biases in either of these processes.

#### Typology A: Promotion

Sought a promotion in the last five years

		Yes	No
Got a promotion in the last five years	Yes	% sought and got	n/a
	No	% sought but did not get	% did not seek

#### Typology B: Transfer

Sought a transfer in the last five years

		Yes	No
Got desired transfer in	Yes	% sought and got	n/a
	No		

the last five years

No	% sought but did not get	% did not seek

This report summarizes key findings from a study undertaken to give the OPS benchmark data information that will help them design effective policies and programs addressing issues with respect to both of these key processes.

## **1.2 Methodology:**

### **1.2.1 The Survey**

A short electronic survey questionnaire was developed collaboratively with the OPS to gather information from the sworn members of the OPS about the decision to participate in the transfer process, the decision to participate in the promotion process and the outcomes of those decisions (see Appendix 1 for the full questionnaire). The questionnaire also asked for personal demographic information to be used in the analysis of the responses. The questionnaire was coded into an online survey tool licensed by Carleton University called Qualtrics. Qualtrics was used to circulate the email invitation, host the questionnaire on the web and collect the responses.

To collect the information needed to better understand the root causes of gender/family status issues in the transfer and promotion processes, we needed to survey all sworn OPS officers. The following summarizes how the survey was conducted. First, the OPS assembled an e-mail address list of all 1372 sworn officers in the organization. Second, an invitation to participate in the survey was circulated by email to the members of the OPS on 23 January 2017. This invitation included the URL for the survey. The members were invited to complete the survey within two weeks. We followed up with three reminder emails to the same mailing list to re-assure the respondents that the survey was anonymous and that only aggregate data would be shared by the Carleton University research team with the OPS. We also reminded respondents that their identity would be protected if they volunteered for follow-up interviews.

Though 1370 email invitations were sent successfully, we subsequently learned that 71 sworn officers on the mailing list were on leave during the survey and unable to access their email to receive the invitation. Therefore, 1299 sworn officers successfully received the invitation. The OPS plans to invite the 71 officers who did not receive the invitation to complete the survey.

We closed the survey on 13 February 2017. The responses were exported from Qualtrics to be analyzed using a statistical analysis tool, IBM SPSS.

### **1.2.2 Sample:**

Just over half (53%) of the officers who received the survey invitation responded to the survey (i.e. n= 688 out of 1299). Thirty-four respondents did not indicate their gender and were removed from the sample. This left us with a sample size of n=654 valid responses.

### **1.3.4 Statistical analysis**

The responses to the survey were analyzed using IBM SPSS v24. The responses were explored using frequency tables and bar charts to determine whether their distribution was normal. Categorical responses (i.e. yes, no

answers) were examined to make sure that each category had a sufficient number of cases to support further statistical analysis. Where possible, variables with categories that included only a small number of cases were combined into new categories. For example, the number of officers with 3, 4, 5 and 6 children was very small. We, therefore, combined these responses into a new grouping labeled three or more children.

Continuous variables such as years of service with the OPS were categorized into ranges and re-coded as categorical variables to facilitate the analysis (e.g. fewer than 5 years of service, 5 to 10 years of service, etc.).

We used Chi Square analysis to determine whether the association between any two or any three variables was statistically significant to 5%. The Chi Square analysis is a statistical test that estimates the likelihood of a relationship between variables, but it does not estimate the magnitude or strength of that relationship. The Chi Square analysis compares the frequencies of two or more variables in a cross-tabulation to the expected frequencies of those variables if there was no relationship. The Chi Square analysis estimates the likelihood of that difference if the variables were independent of each other. We used a threshold statistical significance of 5% in this analysis and consider any differences of 5% or less to be important. Statistical significance is shown in the report as follows:  $p < 0.05$ ,  $p < 0.01$  and  $p < 0.001$ .

To meet the objective of the survey, we explored gender and family status as factors in the decision to seek transfer and the decision to enter the promotion process. Using Chi Square analysis we cross-tabulated these variables to each other and used statistical testing to assess their independence as described above. When independence was found to be unlikely ( $< 5\%$  probability) then we concluded that the variables that were being considered were significantly associated with each other.

When there is a statistically significant relationship between the variables, we examine the cross-tabulation in more detail to determine what aspects of the relationship are statistically significant. For example, we observed that application to the promotion process has a statistically significant relationship with gender. By analyzing each cell of the cross-tabulation for its individual statistical significance, we were able to determine that within the OPS sample, women were less likely than men to apply for a promotion.

There were a number of different ways in which to operationalize family status in this analysis (e.g. married/live with a partner; parents; parents of children under the age of 5). The analysis with respect to family status proceeded as follows. First, we noted that family status can be defined in terms of two different variables: having children at home (yes or no) and providing elder care (yes or no). Second, we noted that having children at home is a broad category, so we explored the following conditions: having children under the age of 5 at home, and having children aged between the ages of 5 and 12.

## 2. Demographics of Sample

We collected a number of pieces of demographic data (e.g. gender, age, marital status, parental status) to help us interpret the findings and determine the extent to which the make-up of the sample reflects the make-up of the OPS. Demographic data are shown in Table 1 (Total Sample, male officers, female officers) and discussed in the section below.

**Table 1. Personal Demographics**

	<b>% Male</b> <b>(n = 443)</b>	<b>% Female</b> <b>(n = 211)</b>	<b>% Total Sample</b> <b>(n = 654)</b>
% of total sample by gender	<b>67.7%</b>	<b>30.7%</b>	<b>100%</b>
<b>Age:</b>			
% 30 or under	<b>2.9%</b>	<b>3.8%</b>	<b>3.2%</b>
% 31 to 40	<b>23.5%</b>	<b>24.6%</b>	<b>23.9%</b>
% 41 to 45	<b>49.7%</b>	<b>53.1%</b>	<b>50.8%</b>
% 46 to 50	<b>20.5%</b>	<b>14.7%</b>	<b>18.7%</b>
% 51 +	<b>3.2%</b>	<b>3.8%</b>	<b>3.4%</b>
<b>Marital Status</b>			
% did not answer	<b>0.5%</b>	<b>1.4%</b>	<b>0.8%</b>
% single	<b>2.5%</b>	<b>10.0%</b>	<b>4.9%</b>
% married/living with a partner	<b>85.3%</b>	<b>71.6%</b>	<b>80.9%</b>
% widowed, divorced or separated	<b>11.7%</b>	<b>17.1%</b>	<b>13.5%</b>
<b>Parental Status</b>			
% did not answer	<b>0.9%</b>	<b>2.8%</b>	<b>1.5%</b>
% with no children	<b>11.7%</b>	<b>25.1%</b>	<b>16.1%</b>
% with 1 child	<b>13.1%</b>	<b>12.8%</b>	<b>13.0%</b>
% with 2 children	<b>49.4%</b>	<b>38.4%</b>	<b>45.9%</b>
% with 3 or more children	<b>24.8%</b>	<b>20.9%</b>	<b>23.5%</b>
<b>For Parents: Age of children at home</b>			
% with children under five at home	<b>17.4%</b>	<b>13.3%</b>	<b>16.1%</b>
% with children 5 to 12 at home	<b>45.6%</b>	<b>36.0%</b>	<b>42.5%</b>
% with children 13 to 18 at home	<b>32.1%</b>	<b>27.5%</b>	<b>30.6%</b>
% with children over 18 at home	<b>15.4%</b>	<b>8.5%</b>	<b>13.1%</b>

<b>Eldercare</b>			
% who provide Eldercare	<b>18.1%</b>	<b>20.4%</b>	<b>18.8%</b>
Most common age group to provide elder care	<b>41 to 45</b>	<b>41 to 45</b>	<b>41 to 45</b>
<b>Mean number of children at home</b>			
Total sample	<b>1.96</b>	<b>1.63</b>	<b>1.86</b>
Sample with children only	<b>2.23</b>	<b>2.20</b>	<b>2.22</b>
% volunteering for interviews	<b>28.9%</b>	<b>42.7%</b>	<b>33.3%</b>
Number volunteering for interviews	<b>128</b>	<b>90</b>	<b>218</b>

We also collected data on the respondents circumstances at work (e.g., rank, years working for the OPS, years in current rank, years in current role) to help us interpret the findings and validate the sample. These data are shown in Table 2 (Total Sample, male officers, female officers) and also discussed in the section below.

**Table 2. Work Profile**

	<b>% Male (n = 443)</b>	<b>% Female (n = 211)</b>	<b>% Total Sample (n= 654)</b>
<b>Years Working for OPS</b>			
% fewer than 5	3.2%	3.8%	3.4%
% 5 to 10	14.9%	12.3%	14.1%
% 10 to 15	23.7%	23.7%	23.7%
% 15 to 20	24.4%	21.8%	23.5%
% 20 to 25	14.4%	21.3%	16.4%
% 25 or more years	19.2%	15.6%	18.0%
<b>Rank</b>			
% constable	61.6%	73.5%	65.4%
% sergeant	23.9%	17.1%	21.7%

% staff sergeant	9.0%	6.6%	8.3%
% inspector	3.6%	0.9%	2.8%
% superintendent, deputy chief	1.8%	0.9%	1.5%
<b>Years at Current Rank</b>			
% fewer than 5	20.8%	14.7%	18.8%
% 5 to 10	25.7%	21.3%	24.3%
% 10 to 15	26.9%	25.1%	26.3%
% 15 to 20	15.1%	18.0%	16.1%
% 20 or more	11.1%	19.0%	13.6%
<b>Years in Current Role</b>			
% did not answer	18.5%	21.3%	19.4%
% less than 1	53.3%	49.8%	52.1%
% 1 to 5	16.9%	18.0%	17.3%
% 5 to 10	7.9%	5.2%	7.0%
% 10 to 15	2.3%	2.8%	2.4%
% 15 or more years	1.1%	2.8%	1.7%
Mean Years working for OPS	16.9	16.8	16.9
Mean Years at current rank	11.0	12.4	11.5

## 2.1 Discussion: Gender differences in personal demographics

We analyzed the personal demographics collected in the survey to examine whether the responses were well distributed with respect to gender. Chi Square analysis was done to identify any significant gender differences in any of the personal characteristics examined. This analysis was done to help us interpret the data with respect to transfer and promotion.

The sample contains more responses from men (67.7%) than women (30.7%) as illustrated in Figure 1 in Appendix 2. This gender difference is consistent with what can be observed in the OPS membership overall.

There were no significant gender differences in the age of the respondents (see Figure 2) which means that any differences in promotion and tenure cannot be attributed to age.

There was a statistically significant association between marital status and gender in the sample. Follow-up analysis determined that statistically more women than men were single, and more men than women were married or living with a partner (Table 5 and Figure 3,  $p < 0.001$ ). These differences in marital status cannot be attributed to age differences in the sample as noted above.

The questionnaire also gathered demographic information about children and elder care to develop a variable that we could use to operationalize family status. There was a statistically significant association between number of children and gender in the sample (Table 6,  $p < 0.001$ ). More specifically, women were more likely than men to be childless. There was, however, no statistically significant association between the ages of children at home and gender for the parents in the sample.

We also considered providing elder care as a possible factor in family status. The survey found that 18.8% of respondents provide elder care (Table 1). There was no statistically significant association between the provision of elder care and gender. This lack of difference might be attributed to the fact that while employees can make a decision as to whether or not to have children, no such choice is available when it comes to having parents.

At the end of the survey questionnaire, we asked the survey respondents to provide us with their contact information if they would like to be contacted for a follow-up interview. As reported in Table 1, 218 officers volunteered to be interviewed: 90 women and 128 men. Women (42.7%) were significantly more likely than men (28.9%) to volunteer for a follow-up interview ( $p < 0.001$ ).

## **2.2 Discussion: Gender differences in work history**

Gender was not significantly associated with the following aspects of the work history of the respondents: years working at the OPS and number of years in current role

We do note, however, two important gender differences in the work circumstances of the respondents. First, women were more likely than men to hold the rank of constable (Table 7 and Figure 4,  $p < 0.05$ ) which is interesting given the lack of gender differences in age and years of service. Second, women have spent significantly more time in their current rank than men (Table 8 and Figure 5,  $p < 0.05$ ). More specifically, women were significantly more likely than men to have spent 20 or more years at current rank in the sample.

## **3. Transfer**

The first section of the survey questionnaire asked respondents about their experience with the transfer process in the last 5 years at the OPS. More specifically we asked respondents to indicate whether or not they had applied for a transfer (yes or no). Respondents who had applied for a transfer were also asked if they were successful in receiving a transfer to the directorate that they requested (yes or no) or to another directorate (yes or no). The survey also asked for the number of successful and unsuccessful applications.

Responses to these questions are shown in Table 3. Again, we provide data for the total sample as well as for the sample of men and the sample of women.

**Table 3. Transfer process**

	<b>% Male (n = 443)</b>	<b>% Female (n = 211)</b>	<b>% Total Sample (n = 654)</b>
% who have applied for a transfer	<b>72.0%</b>	<b>73.9%</b>	<b>72.6%</b>
% of applicants who were successful	<b>51.2%</b>	<b>52.6%</b>	<b>51.7%</b>
% of successful applicants who got the directorate they applied for	<b>45.8%</b>	<b>46.4%</b>	<b>46.0%</b>
% of successful applicants who did not get the directorate they applied for	<b>5.4%</b>	<b>6.2%</b>	<b>5.7%</b>

We used Chi Square analysis as described above to examine the relationship between the transfer process and gender and between the transfer process and family status. We operationalized family status as having children between the ages of 5 and 12 at home. The decision to focus the analysis on this group of employees was taken after looking at a number of different combinations of family status and reflects the fact that Chi Square analysis determined that having children age 5 to 12 at home was more significantly linked to the transfer process than any other definition we could use (Table 9 and Figure 6,  $p < 0.01$ ). More specifically, we found that respondents with children aged 5 to 12 were significantly more likely to make the decision to apply for transfer in the past 5 years than were those with children in other age ranges. In fact, we determined that there is no statistically significant relationship between the decision to apply for a transfer and having children in other age ranges. The fact that officers with children in this group were more likely to apply for a transfer is also consistent with the fact that these individuals had young children at home during the 5 year period of interest. We also explored providing elder care as a factor in the decision to seek a transfer as almost one in five respondents provide this type of care, and the research in the area shows that the demands associated with elder care are quite different from those linked with caring for children. Key findings are noted below.

### **3.1 Key findings: The role of gender in the transfer process**

Gender is not significantly associated with any aspect of the transfer process. Men and women are equally likely to apply for a transfer, and receive a transfer to the requested directorate

### **3.2 Key findings: The role of family status in the transfer process**

Family status (i.e. having children at home, regardless of their age) is significantly associated with the decision to apply for a transfer (Table 10 and Figure 7,  $p < 0.01$ ). Follow-up analysis (gender by family status by decision to apply for a transfer within the last five years) showed that both men and women in the sample with children at home were more likely to apply for a transfer in the last five years (Table 11), but the result was only statistically significant for men with children at home ( $p < 0.05$ ).

Also of note are the data showing that family status is not associated with the likelihood that an individual who has applied for a transfer will be successful or not (i.e. family status does not impact whether or not someone will get the transfer they ask for once they have applied) (Figure 8 and Figure 9).

Finally, the decision to apply for a transfer is not significantly associated with the need to provide elder care.



### 3.3 Discussion: The Transfer Process

The decision to apply for a transfer is linked to having children at home. More specifically, officers with children between 5 to 12 years old at home are significantly more likely than employees with older or younger children to apply for a transfer. This is consistent with the fact that this group of respondents had pre-school and school age children at home during the period of interest (i.e. the past five years). These children also have caring needs outside of traditional daycare and school hours which might impact an officer's decision to apply for transfer.

The analysis of the role gender plays in this relationship is somewhat unclear. While the results for the women in the sample (see Table 11) are not substantially different from those observed for the men in the sample, from a statistical perspective, men with children at home were significantly more likely than women with children at home to apply for a transfer in the past five years. The inability to observe significance for the mothers in the sample may be due to the fact that the sample size for this group is relatively smaller than that observed for the fathers in the sample.

## 4. Promotion:

The second section of the survey questionnaire asked respondents about their experiences with the promotion process in the last 5 years at the OPS. The questionnaire asked respondents whether or not they had applied to the promotion process (yes or no), how many times they been through the promotion process (number of times), had they received a promotion (yes or no), if they are currently on the eligibility list for promotion (yes or no) and if so, how long they have been on the list (in years). Responses to each of these questions are shown in Table 4 and discussed below.

**Table 4. Promotion process**

	<b>% Male</b>	<b>% Female</b>	<b>% Total Sample</b>
% who have applied for a promotion	<b>42.2%</b>	<b>29.4%</b>	<b>38.1%</b>
% of applicants who were successful	<b>46.0%</b>	<b>35.5%</b>	<b>43.4%</b>
% who are currently on the eligibility list for promotion to the next rank	<b>19.4%</b>	<b>13.3%</b>	<b>17.4%</b>
Mean number of times through the promotion process	<b>1.74</b>	<b>1.82</b>	<b>1.76</b>
Mean number of years spent on the eligibility list	<b>2.87</b>	<b>3.94</b>	<b>3.09</b>

We used Chi Square analysis as described above to examine the relationship between the promotion process and gender. We then proceeded to examine the relationship between the promotion process and family status which we again operationalized as having children 5 to 12 at home and as having eldercare.

#### **4.1 Key findings: Role of gender in the promotion process:**

The decision on whether or not to apply for a promotion is significantly associated with gender in the OPS sample (Table 12 and Figure 10,  $p < 0.01$ ). Examination of the data shows that men are significantly more likely than women to apply for a promotion.

That being said, it is interesting to note that gender is not associated with the likelihood that an officer who applies for a promotion will be successful (i.e. receive a promotion). Nor is there a significant relationship between gender and the number of times an individual goes through the promotion process, being on the eligibility list for promotion or the number of years spent on the eligibility list for promotion.

#### **4.2 Key findings: Role of family status in the promotion process**

There is no statistically significant relationship between the decision to seek promotion and having children at home (for any age range of children). Nor is there a significant relationship between having children at home and the likelihood of receiving a promotion.

There is, however, a statistically significant relationship between being on the eligibility list for promotion and having children under 5 at home for the men in the sample (Table 13,  $p < 0.001$ ). More specifically, men with children under the age of 5 are statistically more likely to be on the eligibility list for promotion than their numbers in the sample would suggest. No such relationship was observed with the women in the sample.

Also noteworthy are the data showing that employees who provide elder care are significantly more likely to decide to apply for a promotion (Table 14,  $p < 0.001$ ). Eldercare is not, however, associated with whether or not this individual is successful in getting promoted.

#### **Discussion:**

Women are less likely than men to apply for a promotion but equally successful at competing for a promotion as their male colleagues when they do in fact apply. This would suggest that any efforts to increase the gender representation at higher ranks within the organization need to focus on why women are not applying for promotion rather than the promotion process itself.

This conclusion is supported by the data showing that gender is not significantly associated with whether or not someone is on the eligibility list for promotion, whether or not one receives a promotion.

Although having children at home does not appear to be associated with the decision to seek promotion, more men than expected with children under the age of 5 are on the eligibility list for promotion. This may indicate that men and women make different career planning decisions at work depending on their family status. The data showing that women were less likely than men to be married and to have children supports this contention and suggests that women who want to get ahead within the OPS reduce their family commitments.

Employees with eldercare responsibilities were also found to be more likely than employees without such care giving demands to apply for a promotion. To determine the extent to which this finding could be attributed to age (i.e. older officers might be more likely both to have the number of years service required to apply for a promotion and to have older family members to care for) we analyzed the relationship between age and the decision to apply for promotion (Table 15,  $p < 0.001$ ) and age and the need to provide eldercare (Table 16,  $p < 0.001$ ). These two sets of analysis determined that:

- significantly more officers in the under 45 age group made the decision to apply for promotion, and
- Significantly more officers in the 46 to 50 year old age group provide elder care.

This suggests that something else is going on here than simply age.

We also found no statistically significant association between having children and providing eldercare, therefore these factors are not confounding.

## 5. Summary and conclusions:

### 5.1 The role of gender

There were no significant gender differences in the sample with respect to:

- the age of the respondents
- number of years of working for the OPS
- the age of children at home for those who are parents
- the likelihood of having eldercare
- years working at the OPS
- years in current role
- the likelihood of applying for a transfer
- the likelihood of receiving a transfer to the requested directorate
- the likelihood of receiving a promotion
- the number of times an individual goes through the promotion process
- the likelihood of being on the eligibility list for promotion

The female officers in the sample were more likely than their male counterparts:

- to be single
- to have no children
- to hold the rank of constable
- to have spent 20 or more years at their current rank
- to volunteer to be interviewed

The male officers in the sample, on the other hand, were more likely than their female counterparts:

- to be married or living with a partner
- hold the rank of sergeant
- be more likely to apply for a promotion

These differences suggest that it is more difficult for female officers to combine marriage and motherhood with their duties as a police officer than it is for men. They also support the idea that gender plays a role with respect to the decision on whether or not to apply for a promotion within the OPS.

### 5.2 The role of family status

Family status (i.e. operationalized as having children 5 to 12 years of age at home) is significantly associated with:

- The decision to apply for a transfer.

Follow up analysis (gender, by having children at home, by decision to apply for transfer) determined that men with children at home were significantly more likely to apply for a transfer than other groups of respondents.

Family status (operationalized as having children at home) is not associated with:

- The likelihood that an individual who has applied for a transfer will get a transfer
- The likelihood that an individual will seek promotion
- The likelihood that an individual will receive a promotion

Family status (i.e. operationalized as having children under 5 years of age at home) is significantly associated with:

- The likelihood that an individual will be on the eligibility list for promotion.

Follow up analysis (gender, by having children at home under the age of five, by being on the eligibility list for promotion) determined that men with children under 5 at home were significantly more likely to be on the eligibility list for promotion than other groups of respondents.

Family status (operationalized as having eldercare) is not associated with:

- The likelihood that an individual will seek a transfer
- The likelihood that an individual will receive a transfer
- The likelihood that an individual will receive a promotion

Officers in the sample with eldercare are significantly more likely than those without eldercare:

- To apply for a promotion

These data suggest that men and women make different career planning decisions at work depending on their family status. More specifically, it would appear that men get married, have children and apply for promotion in order to get their name on the eligibility list when their children are young (i.e. under 5). This strategy is likely to lead to a faster rate of promotion than that taken by women who seem to either wait until their children are older to apply or to reduce their family commitments (i.e. do not get married, do not have a children) so as to increase their career flexibility.

### **5.3 Next steps**

The above data supports the need to look more deeply at: (1) the decision to apply for a promotion, and (2) the decision to apply for a transfer. It would appear from the data collected from this survey that it is there were inequalities might arise, not the promotion and transfer processes themselves.

The next step is to develop three interview protocols. Interview One will focus on the decision making processes male and female officers with and without children use to make the decision as to whether or not to seek a promotion. Interview Two will focus on the decision making processes male and female officers with and without children use to make the decision as to whether or not to seek a promotion. In both of these cases, the individual officer will be the unit of analysis. We also know that within the OPS, many officers are living with or married to

another police officer. Interview Three will focus on how “police couples” make career decisions within the family (i.e., who seeks promotion and when? And who seeks a transfer and when?).

The respondents who volunteered to be interviewed will be asked to indicate their preference as to which interview they would like to participate in. If more than one preference is indicated, the respondent can participate in all of the interview protocols identified. Demographic data will also be used to place volunteers into each of these groupings.

## Appendix 1: Survey Questionnaire

### OPS Gender Audit Survey - January 2017

The Ottawa Police Service has committed to an organizational culture that adheres to gender equality. In order to stimulate new and continued gender equality strategies and initiatives, the OPS needs to understand the extent to which gender and family status issues impact the transfer and promotion processes. The intent of this survey is to collect data to inform this issue and to help us identify policies and programs that can improve the promotion and transfer processes within the OPS. The survey will take less than five minutes of your time. Your responses are anonymous and only summary results will be provided to the OPS. Please take the time to complete this very important survey. We value your responses. Please record your answers to each of the questions by indicating the response that best represents your situation. All of your responses will be held in the strictest of confidence. Only aggregate data will be reported to the OPS.

Please think back over the last five years and answer the following questions. In the last five years: Have you applied for a transfer?

- ☐ Yes
- ☐ No

How many applications for transfer were successful and unsuccessful?

\_\_\_\_\_ Successful  
\_\_\_\_\_ Unsuccessful

Was your application for transfer successful into the directorate that you requested?

- ☐ Yes, I received a transfer into the directorate that I requested.
- ☐ I received a transfer into a directorate other than the one I requested.
- ☐ No, I did not receive a transfer.

In the last five years, have you entered the OPS promotional process?

- ☐ Yes
- ☐ No

How many times in the past five years have you gone through the OPS promotional process?

Have you received a promotion?

- ☐ Yes
- ☐ No

Are you currently on the eligibility list for promotion to the next rank?

- ☐ Yes
- ☐ No

How long have you been on the eligibility list for promotion?

\_\_\_\_\_ Years  
\_\_\_\_\_ Months

We need some demographic information to help us interpret the findings. Please be assured that all the findings from this survey will be held in confidence by the researchers at Carleton University who are administering and analyzing this survey on behalf of the OPS. No one other than the researchers will see your responses. Only aggregate data will be reported to the OPS.

What is your sex?

- ☐ Male
- ☐ Female

What is your age?

- ☐ 25 or under
- ☐ 26 to 30
- ☐ 31 to 35
- ☐ 36 to 40
- ☐ 41 to 45
- ☐ 46 to 50
- ☐ 51 to 55
- ☐ 56 to 60
- ☐ 61 to 65
- ☐ 66 or over

How many years of service have you had with the OPS?

\_\_\_\_\_ Years  
\_\_\_\_\_ Months

What is your confirmed rank?

- ☐ Constable
- ☐ Sergeant
- ☐ Staff Sergeant
- ☐ Inspector
- ☐ Staff Inspector
- ☐ Superintendent or Deputy Chief or Chief

How long have you spent at your current rank?

\_\_\_\_\_ Years  
 \_\_\_\_\_ Months

How long have you been acting in your current role?

\_\_\_\_\_ Years  
 \_\_\_\_\_ Months

In order for OPS to better identify the family status needs of its members, please respond to the following questions. What is your present marital status?

- ☐ Single
- ☐ Married or living with a partner
- ☐ Separated or divorced
- ☐ Widowed

How many children do you have?

Please indicate the number of children that you have in each of the following age groups.

\_\_\_\_\_ Under 5 years of age:  
 \_\_\_\_\_ 5 to 12 years of age:  
 \_\_\_\_\_ 13 to 18 years of age:  
 \_\_\_\_\_ over 18 years of age, living at home:  
 \_\_\_\_\_ over 18 years of age, not living at home:

Do you provide dependent care to anyone other than your child/children listed above?

- ☐ Yes
- ☐ No

Do you provide elder care?

- ☐ Yes
- ☐ No

Do you have any additional comments?

Would you be willing to be interviewed in order to contribute to a better understanding of the promotion and transfer processes within the OPS? If yes, please enter your first name and contact information (i.e. email address and/or telephone number) below.

First name:  
 Email address:  
 Phone:



Appendix 2: Tables and Charts

Figure 1. Gender response

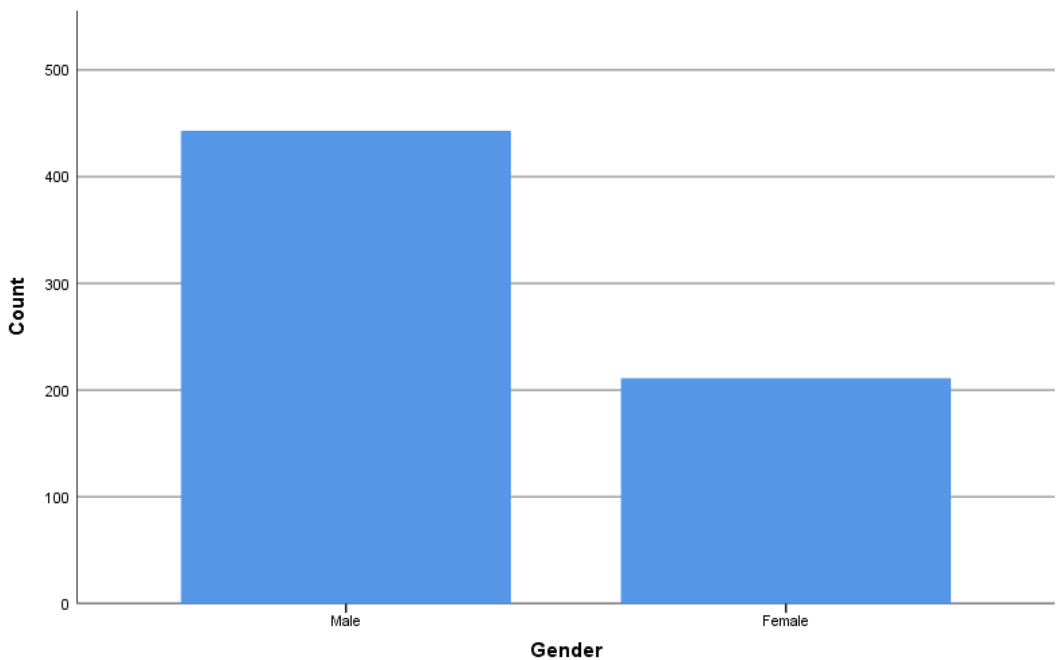
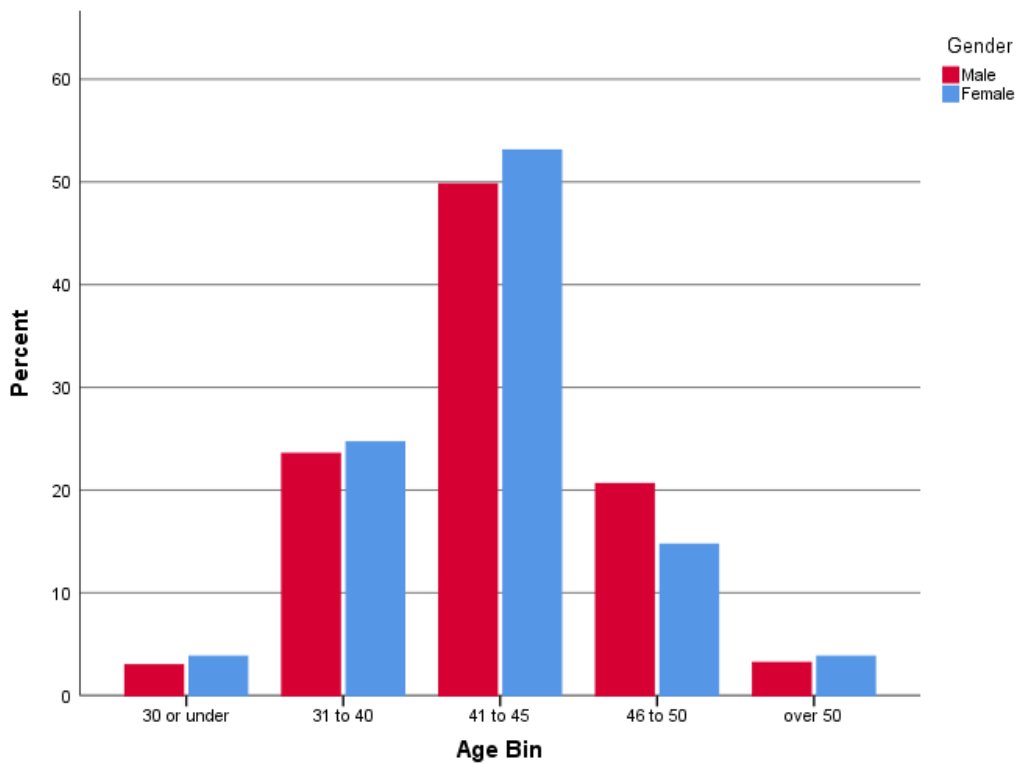
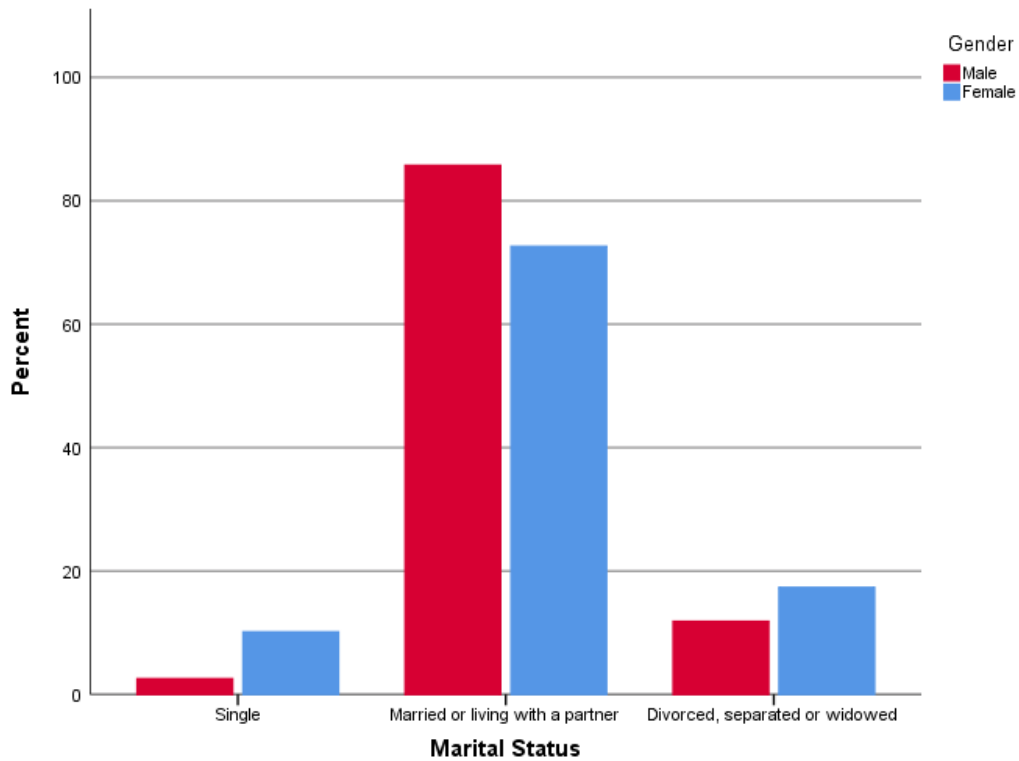


Figure 2. Age (%) by Gender



**Table 5. Cross tabulation: Marital Status by Gender (p < 0.001)**

				Gender		Total
				Male	Female	
Marital Status	Single	Count	11	21	32	
		Expected Count	21.7	10.3	32.0	
		% within Gender	2.5%	10.1%	4.9%	
	Married or living with a partner	Count	378	151	529	
		Expected Count	359.5	169.5	529.0	
		% within Gender	85.7%	72.6%	81.5%	
	Divorced, separated or widowed	Count	52	36	88	
		Expected Count	59.8	28.2	88.0	
		% within Gender	11.8%	17.3%	13.6%	
Total	Count	441	208	649		
	Expected Count	441.0	208.0	649.0		
	% within Gender	100.0%	100.0%	100.0%		

**Figure 3. Marital Status (%) by Gender****Table 6. Cross tabulation: Number of children by Gender ( $p < 0.001$ )**

			Gender		Total
			Male	Female	
Number of children	0	Count	52	53	105
		Expected Count	71.6	33.4	105.0
		% within Gender	11.8%	25.9%	16.3%
	1	Count	58	27	85
		Expected Count	57.9	27.1	85.0
		% within Gender	13.2%	13.2%	13.2%
	2	Count	219	81	300
		Expected Count	204.5	95.5	300.0

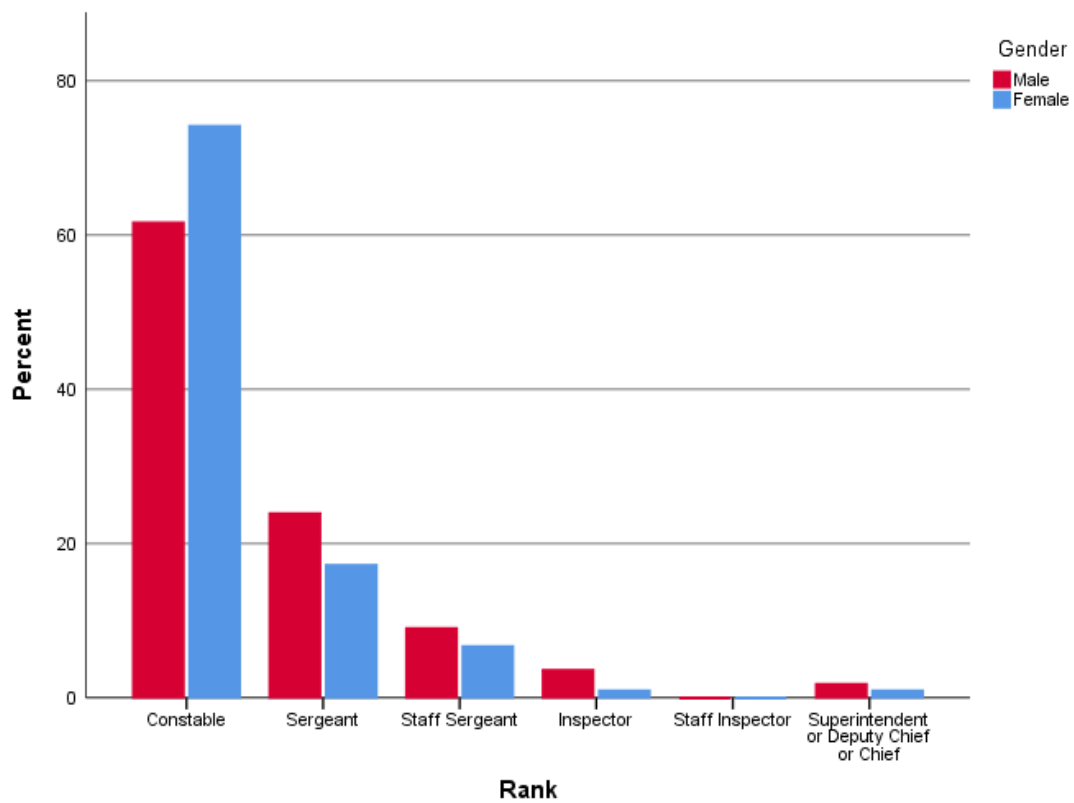
	3 or more	% within Gender	49.9%	39.5%	46.6%
		Count	110	44	154
		Expected Count	105.0	49.0	154.0
		% within Gender	25.1%	21.5%	23.9%
Total		Count	439	205	644
		Expected Count	439.0	205.0	644.0
		% within Gender	100.0%	100.0%	100.0%

Table 7. Cross tabulation: Rank by Gender (p &lt; 0.05)

			Gender		Total
			Male	Female	
What is your confirmed rank?	Constable	Count	273	155	428
		Expected Count	290.8	137.2	428.0
		% within Gender	61.6%	74.2%	65.6%
	Sergeant	Count	106	36	142
		Expected Count	96.5	45.5	142.0
		% within Gender	23.9%	17.2%	21.8%
	Staff Sergeant	Count	40	14	54
		Expected Count	36.7	17.3	54.0
		% within Gender	9.0%	6.7%	8.3%
	Inspector	Count	16	2	18
		Expected Count	12.2	5.8	18.0
		% within Gender	3.6%	1.0%	2.8%

	Superintendent or Deputy Chief or Chief	Count	8	2	10
		Expected Count	6.8	3.2	10.0
		% within Gender	1.8%	1.0%	1.5%
Total		Count	443	209	652
		Expected Count	443.0	209.0	652.0
		% within Gender	100.0%	100.0%	100.0%

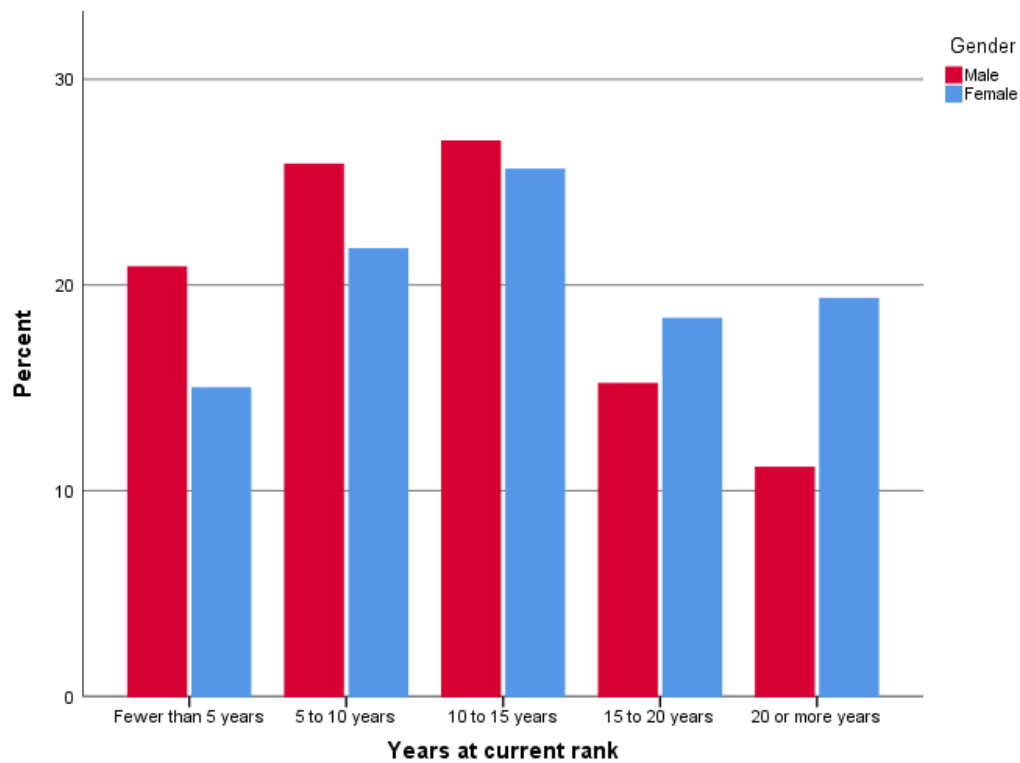
Figure 4. Rank by Gender



**Table 8. Cross tabulation: Number of years at current rank by Gender (p < 0.05)**

			Gender		Total
			Male	Female	
Years at current rank	Fewer than 5 years	Count	92	31	123
		Expected Count	83.7	39.3	123.0
		% within Gender	20.9%	15.0%	19.0%
	5 to 10 years	Count	114	45	159
		Expected Count	108.2	50.8	159.0
		% within Gender	25.9%	21.7%	24.5%
	10 to 15 years	Count	119	53	172
		Expected Count	117.1	54.9	172.0
		% within Gender	27.0%	25.6%	26.5%
	15 to 20 years	Count	67	38	105
		Expected Count	71.5	33.5	105.0
		% within Gender	15.2%	18.4%	16.2%
	20 or more years	Count	49	40	89
		Expected Count	60.6	28.4	89.0
		% within Gender	11.1%	19.3%	13.7%
Total	Count		441	207	648
	Expected Count		441.0	207.0	648.0
	% within Gender		100.0%	100.0%	100.0%

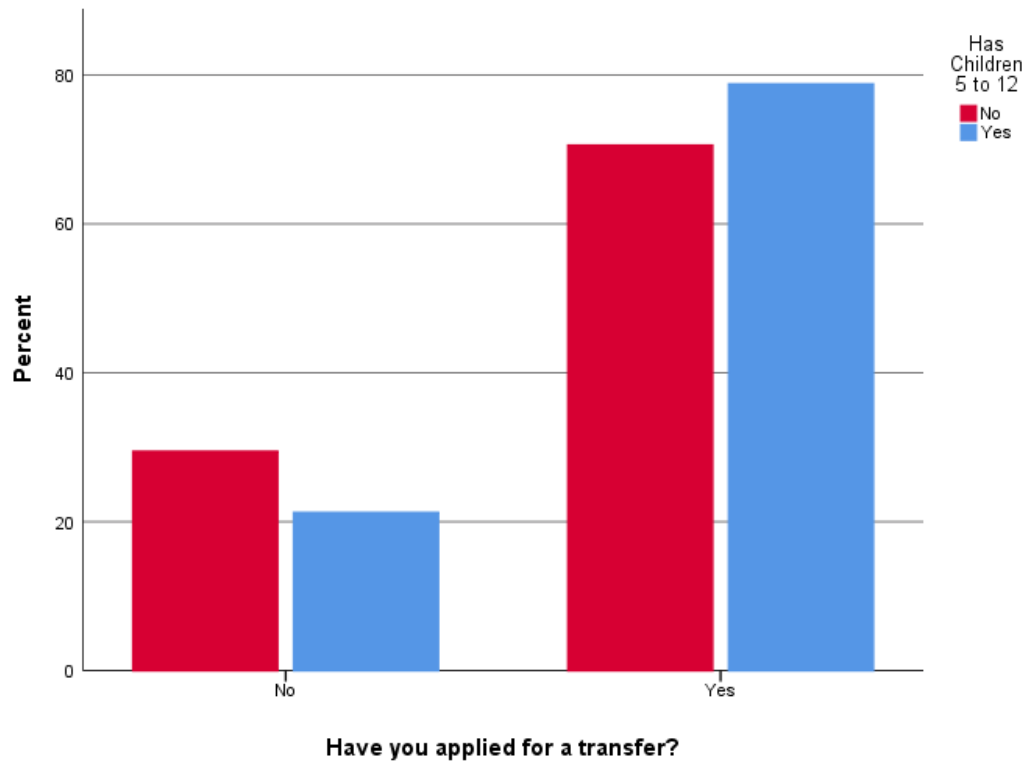
Figure 5. Number of years at current rank by Gender

Table 9: Cross tabulation: Decision to apply for transfer by Having children 5 to 12 ( $p < 0.01$ )

		Has Children 5 to 12		Total
		No	Yes	
Have you applied for a transfer?	No			
	Count	78	59	137
	Expected Count	66.9	70.1	137.0
	%	29.4%	21.2%	25.2%
	Yes			
	Count	187	219	406
	Expected Count	198.1	207.9	406.0
	%	70.6%	78.8%	74.8%
Total	Count	265	278	543

	Expected Count	265.0	278.0	543.0
	%	100.0%	100.0%	100.0%

Figure 6. Decision to apply for transfer by Having children 5 to 12

Table 10. Cross tabulation: Decision to apply for transfer by Having children at home ( $p < 0.01$ )

		Has Children at home		Total
		No children at home	Has children at home	
Have you applied for a transfer?	No	Count	19	118
		Expected Count	11.3	125.7
		%	42.2%	23.6%
			25.2%	
Yes	Count	26	381	407



Total	Expected Count	33.7	373.3	407.0
	%	57.8%	76.4%	74.8%
	Count	45	499	544
	Expected Count	45.0	499.0	544.0
	%	100.0%	100.0%	100.0%

**Figure 7: Decision to apply for transfer by Having children at home**

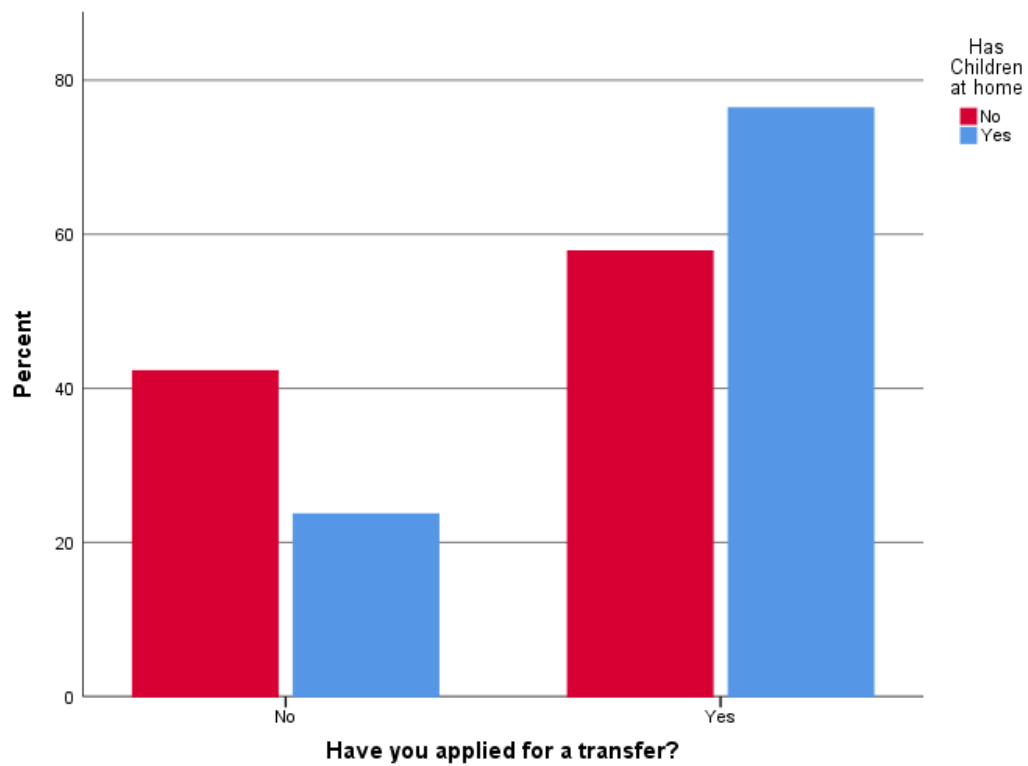


Figure 8: Successful application for transfer by Having children at home

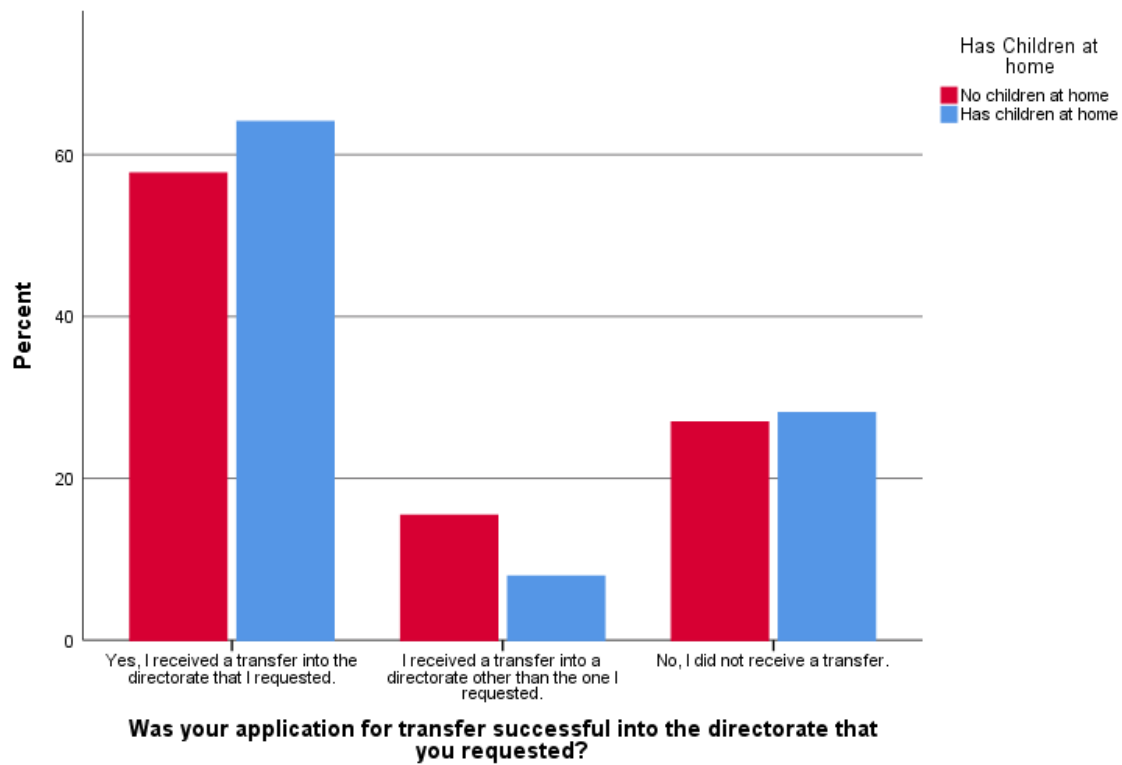
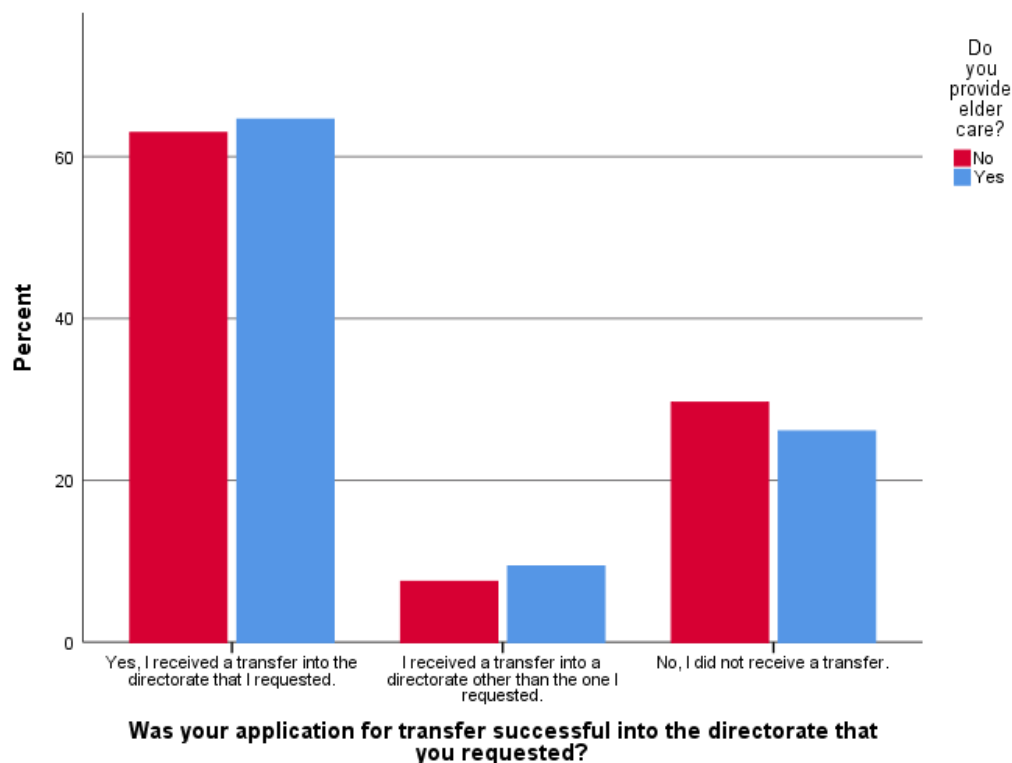


Figure 9: Successful application for transfer by Providing elder care



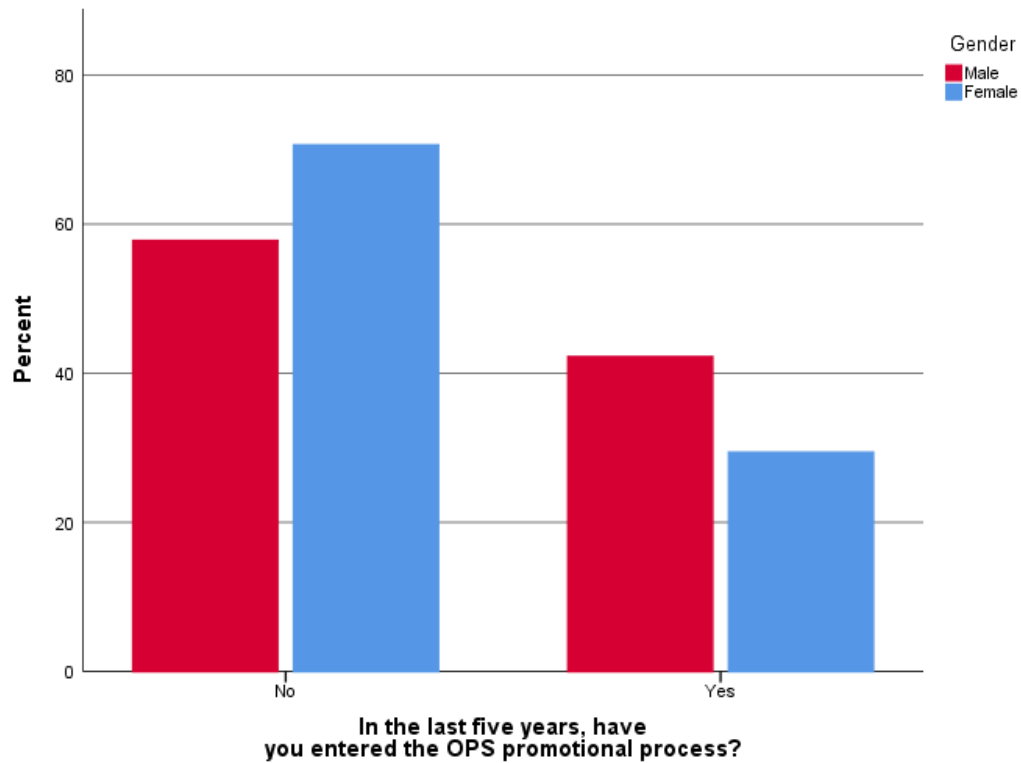
**Table 11. Cross tabulation: Decision to apply for transfer by Having children at home and by Gender (p < 0.05 for Male)**

							Have you applied for a transfer?		Total
							No	Yes	
Male	No children at home		at	Count			11	12	23
				Expected Count			6.1	16.9	23.0
				%			10.7%	4.2%	5.9%
	Has children at home		at	Count			92	274	366
				Expected Count			96.9	269.1	366.0
				%			89.3%	95.8%	94.1%
	Total			Count			103	286	389
				Expected Count			103.0	286.0	389.0
				%			100.0%	100.0%	100.0%
Female	No children at home		at	Count			8	14	22
				Expected Count			4.8	17.2	22.0
				%			23.5%	11.6%	14.2%
	Has children at home		at	Count			26	107	133
				Expected Count			29.2	103.8	133.0
				%			76.5%	88.4%	85.8%
	Total			Count			34	121	155
				Expected Count			34.0	121.0	155.0
				%			100.0%	100.0%	100.0%
Total	Has Children at home		at	Count			19	26	45
				Expected Count			11.3	33.7	45.0

Total	Has children at home	%	13.9%	6.4%	8.3%
		Count	118	381	499
		Expected Count	125.7	373.3	499.0
		%	86.1%	93.6%	91.7%
		Count	137	407	544
		Expected Count	137.0	407.0	544.0
		%	100.0%	100.0%	100.0%
		Count			
		Expected Count			

**Table 12: Cross tabulation: Decision to apply for promotion by Gender (p < 0.01)**

			Gender		Total
			Male	Female	
In the last five years, have you entered the OPS promotional process?	No	Count	256	149	405
		Expected Count	274.3	130.7	405.0
		% within Gender	57.8%	70.6%	61.9%
	Yes	Count	187	62	249
		Expected Count	168.7	80.3	249.0
		% within Gender	42.2%	29.4%	38.1%
	Total	Count	443	211	654
		Expected Count	443.0	211.0	654.0
		% within Gender	100.0%	100.0%	100.0%

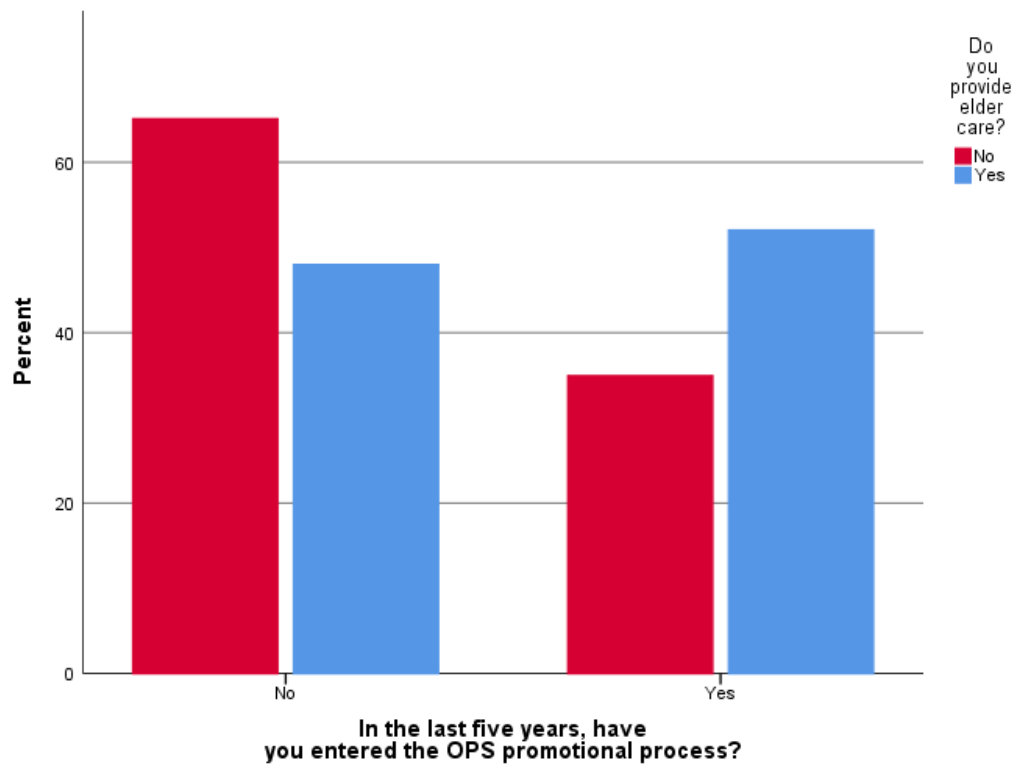
**Figure 10. Decision to apply for promotion by Gender****Table 13: Cross tabulation: Being on the eligibility list for promotion by Having children under 5 and by Gender**  
( $p < 0.05$  for Male)

			No	Yes	Total
Male	No children under 5	Count	252	55	307
		Expected Count	243.8	63.2	307.0
		%	82.6%	69.6%	79.9%
	Has children under 5	Count	53	24	77
		Expected Count	61.2	15.8	77.0
		%	17.4%	30.4%	20.1%
Total		Count	305	79	384

			Expected Count	305.0	79.0	384.0
			%	100.0%	100.0%	100.0%
Female	No children under 5	Count	107	19	126	
		Expected Count	108.0	18.0	126.0	
		%	81.1%	86.4%	81.8%	
	Has children under 5	Count	25	3	28	
		Expected Count	24.0	4.0	28.0	
		% rank?	18.9%	13.6%	18.2%	
	Total	Count	132	22	154	
		Expected Count	132.0	22.0	154.0	
		%	100.0%	100.0%	100.0%	
Total	No children under 5	Count	359	74	433	
		Expected Count	351.7	81.3	433.0	
		%	82.2%	73.3%	80.5%	
	Has children under 5	Count	78	27	105	
		Expected Count	85.3	19.7	105.0	
		%	17.8%	26.7%	19.5%	
	Total	Count	437	101	538	
		Expected Count	437.0	101.0	538.0	
		%	100.0%	100.0%	100.0%	

**Table 14: Cross tabulation: Decision to apply for promotion by Providing Elder Care (p < 0.001)**

			Do you provide elder care?		Total
			No	Yes	
In the last five years, have you entered the OPS promotional process?	No	Count	341	59	400
		Expected Count	324.0	76.0	400.0
		%	65.1%	48.0%	61.8%
	Yes	Count	183	64	247
		Expected Count	200.0	47.0	247.0
		%	34.9%	52.0%	38.2%
Total	Count		524	123	647
	Expected Count		524.0	123.0	647.0
	%		100.0%	100.0%	100.0%

**Figure 11. Decision to apply for promotion by Providing Elder Care****Table 15: Cross tabulation: Decision to enter promotion process by Age ( $p < 0.001$ )**

			In the last five years, have you entered the OPS promotional process?		Total
			No	Yes	
Age	30 or under	Count	19	2	21
		Expected Count	13.0	8.0	21.0
		%	4.7%	0.8%	3.2%
	31 to 40	Count	118	38	156
		Expected Count	96.5	59.5	156.0



		%	29.2%	15.3%	23.9%
	41 to 45	Count	177	155	332
		Expected Count	205.4	126.6	332.0
		%	43.8%	62.2%	50.8%
	46 to 50	Count	77	45	122
		Expected Count	75.5	46.5	122.0
		%	19.1%	18.1%	18.7%
	over 50	Count	13	9	22
		Expected Count	13.6	8.4	22.0
		%	3.2%	3.6%	3.4%
Total		Count	404	249	653
		Expected Count	404.0	249.0	653.0
		%	100.0%	100.0%	100.0%

Table 16: Cross tabulation: Providing Elder Care by Age (p &lt; 0.001)

			Do you provide elder care?		
			No	Yes	Total
Age	30 or under	Count	20	0	20
		Expected Count	16.2	3.8	20.0
		%	3.8%	0.0%	3.1%
	31 to 40	Count	135	21	156
		Expected Count	126.3	29.7	156.0

	%	25.8%	17.1%	24.1%
41 to 45	Count	274	57	331
	Expected Count	268.0	63.0	331.0
	%	52.4%	46.3%	51.2%
46 to 50	Count	78	39	117
	Expected Count	94.7	22.3	117.0
	%	14.9%	31.7%	18.1%
over 50	Count	16	6	22
	Expected Count	17.8	4.2	22.0
	%	3.1%	4.9%	3.4%
Total	Count	523	123	646
	Expected Count	523.0	123.0	646.0
	%	100.0%	100.0%	100.0%

## APPENDIX C

### GAP ANALYSIS: COMPLETE QUESTIONNAIRE

#### Questions for Consideration in Developing the OPS Gender Policy and Gender Action Plan

This is by no means a complete list of questions. Rather, the questions are designed to encourage discussion and determine those areas where research, policy and practice development and cultural change is needed.

#### The 4 Essential Elements for Consider (Phase 2 Report)

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1. Strategic Command
2. Practical Capacity
3. Liable Compliance
4. Work Culture

The questions are grouped by topics. The 20 dimensions of the *Gender Equality Framework* are included as questions in blue. Where the additional questions correspond with the elements of the *Gender Equality Framework*, they are loosely grouped together.

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#### 1. Organizational policy:

- a. Does OPS policy affirm a commitment to human rights, gender equality, diversity, and inclusion? (SC2)
- b. Do national or provincial policies on gender related issues set out particular responsibilities for the organization? If so, what are they? Who monitors compliance?
- c. Is gender equality integrated into OPS strategy and operational objectives? (SC1) How?
- d. How are gender equality and other gender goals referenced in the OPS's strategic plans?
- e. Are policies developed and reviewed to ensure they consider if/how they impact on women and men differently?
- f. Are there specific policies to address gender issues? How are gender issues referenced in organizational policy? (e.g. gender violence, equal participation, non-discrimination provisions)
- g. What gender related provisions does the OPS have in their Code of Conduct?

#### 2. Gender policy and action plan:

- a. Does the OPS have a clearly defined gender policy or gender action plan which includes:
  - targets
  - timeframe
  - resources needed for implementation
  - clear responsibilities for different levels of staff (from senior management down)
  - monitoring and evaluation mechanisms
  - reporting mechanisms?
- b. Is the gender policy and action plan widely known within the organization?
- c. How do members learn about the policy?
- d. How does OPS ensure members are conversant with the policy and are applying the policy appropriately?
- e. Have procedures been developed to ensure that policy commitments are realized?
- f. How does the gender policy or action plan address:
  - gender mainstreaming
  - sexual harassment and discrimination within the OPS
  - gender-based violence

- equality between male and female members
  - actions needed to promote women's advancement?
- g. What mechanisms are there for inter-departmental coordination on gender issues (e.g. working groups on specific gender-related issues; steering committee for implementation of the gender action plan)?
- h. What mechanisms are in place to coordinate and cooperate with the Ministry responsible for gender/women?

### 3. Internal and External Oversight of Gender Policies and Issues

- a. What internal oversight mechanisms does the OPS have in place to supervise the organization (e.g. equality officer, conduct and discipline unit, inspector general)? What is the role of these mechanisms in monitoring gender responsiveness in the OPS?
- b. What external oversight mechanisms (e.g. human rights commission, parliamentary committee, police services board, ombudsperson etc.) supervise the OPS? What is their role in monitoring gender responsiveness in the OPS?
- c. What is the proportion of men and women in each relevant internal and external oversight body?
- d. What training do internal and external oversight body members receive on gender mainstreaming, gender equality and other gender related issues?
- e. Is the provincial Ministry responsible for gender/women's affairs involved in external oversight on gender issues? If so, how?
- f. How are members of the community formally and informally involved in oversight on gender issues, e.g.
- non-governmental organizations
  - women's professional associations
  - academic and research institutions
  - media organizations
  - customary and traditional leaders?

### 4. Leadership

- a. Do all levels of OPS management take responsibility for gender equality implementation and support? (SC3)
- b. How does the executive/ senior management team express and demonstrate a commitment to promoting gender equality goals within the OPS?
- c. How are executives, managers and supervisors held accountable for these responsibilities? Are gender related performance indicators included in management and executive performance evaluations?
- d. What are the main strengths within the OPS that can be reinforced to address gender issues and advance gender equality?
- e. Does the OPS leadership team take the needed time and energy to build effective gender responsive policy and practice? Does it give members the time to do the same?
- f. Are both men and women in senior positions demonstrating commitment to and leadership on gender issues? How? If no, why not?
- g. How do discussions and records of decision-making refer to gender obligations and goals?
- h. How does the OPS emphasize gender equality goals in how it presents itself to the public?
- i. What attention is given to gender-sensitive language and images in documents produced by the organization?

- j. To what extent are executive officers, supervisors, managers held accountable for defining acceptable practices and behaviours; investigating complaints of discriminatory practices; and defining and enforcing consequences for unacceptable behaviours and practices
- k. What is the lead department or focal point on gender/equality issues, and what level of seniority and decision making authority does it have?
- l. Is the number of women and their voices in senior positions increasing? (SC4)
- m. Has the OPS budgeted adequate financial resources to support gender integration work? (SC5)

## 5. Organizational Gender Mainstreaming and Gender Equity in Practice

- a. Does OPS engage men who are the influencers in developing and implementing gender sensitive practices?
- b. Are interviews, discussion groups or surveys conducted with female and male personnel from various sections and levels of the organization and staff associations to identify current and emerging gender related issues?
- c. Is office space and work resources equally assigned to women and men?
- d. Does every OPS member feel equipped to deal with gender discrimination in the OPS? (LC11)
- e. Does the OPS use internal expertise and endorse attainable gender equality standards at all levels? (LC13)
- f. Do OPS members provide and ask for collegial feedback on their gender mainstreaming efforts? (LC15)
- g. Do OPS women and men share decision making in meetings and operations? (PC9)
- h. Are women and men equally involved in decision-making, including at the highest levels?
- i. Does OPS work with both men and women to achieve gender equality?
- j. Does OPS demonstrate a commitment to engage employees in putting an end to discriminatory practices?
- k. During meetings:
  - what is being done to ensure that everyone is being heard —especially women.
  - what is being done to ensure women and men's ideas get acknowledged, built on, or adopted, vs. ignored or appropriated. (i.e., without acknowledgement).
  - when presentations are being arranged, are the list of persons being considered diverse?
- l. Do OPS directorates freely exchange information, experience and advice to resolve gender issues? (WC18)
- m. In relation to diversity and inclusion, and specifically gender mainstreaming and gender equality, does the OPS:
  - encourage/promote cooperative problem identification and resolution based on findings and data, not emotions to drive decisions
  - seek employee input before making key decision
  - identify and use leading practices to improve quality of work or service
  - strive to develop mutual respect and trust among employees
  - treat employees and citizens as customers
  - continually strive to improve systems and processes
  - facilitate and coach – encourage and accept feedback – develop goals and develop plans to achieve?

## 6. Building Gender Awareness (includes focus on broader diversity and inclusion)

- a. What measures (e.g. training, awareness-raising) have been implemented to familiarize personnel at every level with their obligations with respect to:

- human rights, including women's human rights
  - gender analysis and gender mainstreaming
  - national gender laws and gender policies
  - any institutional gender policies
  - equal opportunities
  - prevention of and response to sexual harassment and discrimination
- b. Are there skilled members available in each directorate to look after gender mainstreaming? (PC10)
  - c. Are there human rights and gender related resources available and easily accessible to all OPS members? What are they? How can they be accessed?
  - d. Do all members have ready and timely access to well stocked information and methods for OPS gender mainstreaming? (PC7)
  - e. Where can members get further information than is provided by the above resources?

## 7. Metrics

- a. Does the OPS build metrics into all initiatives to purposely monitor and evaluate gender equality? (LC14)
- b. Are policies that require gender disaggregated data to be collected? Are there systems in place to ensure that required data is collected?
- c. Is information on recruiting and selection gathered and analyzed?
  - % of female and male applicants who are received, interviewed and selected. At which part of the process are candidates eliminated? If proportions vary by group, why?
  - % of women and men on recruitment panels?
  - % of women and men selected by individual recruiters?
- d. Is information on women and men's representation collected and analyzed?
  - % of women and men within each rank, directorate and specialization
  - Number of years of service of women and men
  - Reasons women and men give for dropping out of training or leaving the Service
  - Is the number of women and their voices in senior positions increasing? (SC4)
- e. Is information on women and men's assignments and educational opportunities collected and analyzed?
  - % of women and men applying for and/or receiving specialist training
  - % of women and men at all levels applying for and being selected for temporary acting or stretch assignment placements? Variations by type of placement? length of placement? exposure to decision makers?
- f. Is information on women and men's promotions collected and analyzed?
  - % of women and men who apply for and are successful in achieving promotion?
  - % of women and men on promotion panels?
  - % of women and men promoted by individual promoters
- g. Is information on women and men's retention collected and analyzed?
  - % of women and men separating from the OPS before retirement eligibility?
    - At what point in their careers are they leaving?
    - Why are they leaving?
    - How are/could these challenges be addressed?
  - % of women and men who take advantage of provisions for family friendly work (e.g. parental leave, part time, job share etc.)
    - What are the impacts on their careers?

## 8. Recruiting Policy and Practice

- a. Does the OPS recruiting and selection policy specifically consider gender? How?
- b. Is the OPS presented on its website, its recruiting publications, and recruiting efforts in a way that makes policing attractive to women?
- c. Is the OPS maximizing recruiting of women by meeting them where they're at?
- d. What does the OPS do to encourage women to choose a policing career?
- e. How is the effectiveness of these policies and practices measured?

#### **9. Training Units and Training:**

- a. Does the OPS integrate gender considerations as a cross cutting them in all training? (PC7)
- b. What mechanisms are in place to ensure that women and men have equal opportunity to participate in training? Specialist training?
- c. How are human rights, women's rights, gender mainstreaming and gender equality, and elimination of gender bias concepts incorporated into training?
- d. Is there a representational balance of women and men in the training and development unit(s) staff? What is their role?
- e. Are men involved in teaching and facilitating discussions on gender mainstreaming and gender equality? Do they include high ranking and respected men?
- f. Is the training appropriately balanced between theoretical and practical training on how to integrate gender sensitivity into daily work?
- g. Is there a designated human rights/gender expert in the training and development unit(s)?
- h. Are these concepts included in training policy, syllabuses, lesson plans, and training manuals/handbooks? How?
- i. Are the training policy, syllabuses, lesson plans, and training manuals regularly reviewed by a gender expert and updated to ensure currency and adequacy of gender sensitization and responsiveness?
- j. How does OPS ensure training content is not discriminatory to anyone? (women and men of any ethnic background, age, sexual orientation etc. etc.)
- k. What policies/guidelines are in place to ensure training is conducted in a manner that is respectful to women and men?
- l. How will the OPS ensure that women and men trainers and students enjoy equal respect and credibility without discrimination?
- m. How often are training academies, training sessions, and trainers visited and reviewed to ensure they are meeting OPS objectives gender related objectives? What happens if the reviewer identifies shortcomings?
- n. What information are new staff/recruits given about the institution's commitment to gender equality and human rights, its gender-related policies and procedures?

#### **10. Opportunities and Positions**

- a. Are OPS women and men selected fairly for accommodations, opportunities and positions? (WC17)
- b. Are there clearly articulated, equitable processes in place for position selections/appointments, formally and in practice? Is gender considered in making these assignments and appointments? How?
- c. Are women or particular groups of men or women excluded from any roles within the OPS? If yes, what are they, and why?
- d. Are women offered equal opportunities to serve in non-administrative positions and operational positions other than sexual violence, domestic violence and family support units?
- e. Is bias and unwritten rules considered when making assignments and appointments? What is being done to increase the visibility of women?
- f. Do job descriptions take into account the different ways in which they impact upon men, women, girls and boys (e.g. addressing the different needs of male and female personnel/victims)?

- g. To what degree is the OPS perceived by men, women, boys and girls in the community as a good employer? By members?
- h. Are women and men given the same access to cars, computers, radios, telephones and other resources necessary to perform their jobs well?
- i. Are women and men given equal access to desirable assignments and/or deployment?
- j. Are married women or women with children given equal access to desirable assignments and/or deployment as other women and men?
- k. How satisfied are female and male OPS staff members with their positions? Work? How they are treated by their colleagues? Supervisors? Managers? Executive?

#### **11. Accommodations and other Human Resource Management Considerations**

- a. Are women and men employees valued and supported in balancing their professional and family responsibilities?
- b. Are policies and practices adequate to allow members to balance their work with family and caring responsibilities, e.g.
  - are there provisions for flexible working hours and/or part-time work for parents and those caring for elderly or sick family members
  - is there adequate and paid maternity leave
  - is there adequate and paid paternity leave
  - are there provisions for 'safer work' for pregnant women and women who have recently given birth
  - are women who are breastfeeding allocated time off to feed their infant or to express their breast milk during working hours
  - are there facilities for women who are breastfeeding to feed their infant or express breast milk during working hours
  - are childcare facilities provided or are contributions made to childcare costs
  - are caring responsibilities taken into account in decisions about deployment?
- c. Are there any restrictions, written or unwritten, for women returning from a leave of absence (e.g. pregnancy, health, travel, education etc.) Example: having to complete a certain period of service before being eligible for specific positions? Promotion?

#### **12. Complaint structures and mechanisms**

- a. What rules and regulations and/or policies govern gender-based violence, sexual harassment or sex discrimination by OPS members?
  - against other personnel?
  - against members of the public?
- b. How can security sector personnel make a complaint against one of their colleagues or their institution of gender-based violence, sexual harassment, sex discrimination or other human rights abuse (i.e. internal complaints mechanism)?
- c. How are complaint mechanisms publicized and made accessible to OPS members?
- d. Are police officers aware of this policy or procedure? Is it implemented?
- e. How are complaints of OPS member gender-based violence, sexual harassment, sex discrimination or other human rights abuse investigated, and by whom?
- f. Has there been an increase or decrease in complaints against personnel of gender-based violence, sexual harassment, sex discrimination or other human rights abuse over time?
- g. Is analysis of trends in complaints regularly done?
- h. Do these complaints tend to come from particular groups within the OPS?



- i. What proportion of complaints made led to internal investigation and disciplinary measures, and what were those measures?
- j. What criteria are used to determine which complaints should be investigated? Lead to consequences for the perpetrator?
- k. What mechanisms are in place for a member to take a complaint of gender-based violence, sexual harassment, sex discrimination or other human rights against another member to an external oversight body (such as a human rights commission or ombudsperson) or to the courts?
- l. What support services and protections are in place (such as counselling, advocacy support, confidentiality, protection from being fired) for a person who makes a complaint?
- m. How is information about disciplinary measures taken in response to complaints of gender-based violence, sexual harassment, sex discrimination or other human rights abuse communicated within the OPS?

### 13. Member performance management

- a. Are gender equality objectives incorporated into performance indicators and appraisals? (LC12)
- b. How is individual performance related to gender and diversity management reported and assessed? Is consideration given to gender responsiveness?
- c. What human resource management systems are in place to :
  - recognize, value and reward performance in promoting gender equality and/or meeting the goals of the institution's gender strategy
  - recognize and address poor performance in gender and diversity management

### 14. Advancing and promoting women

- a. Are there clearly articulated, equitable processes in place for promotions, formally and in practice?
- b. How is gender considered in making promotions?
- c. Are targets set for recruitment and promotion of women and other underrepresented groups?
- d. Is there a requirement for women on promotion/selection panels?
- e. Are there measures in place to ensure that women are encouraged to pursue leadership roles and advancement?
- f. Are there measures in place to ensure that women's views are represented in decision making at all levels?
- g. Are there adequate support networks, mentoring systems, and/or other measures in place to ensure women are exposed to decision makers and have the opportunity to participate in formal and informal networking?
- h. Does/could/should OPS implement a *sponsorship* program for high performing women and men?
- i. What is being done to ensure women are considered and are top of mind if not for the current promotion, then for future selection?
- j. How is formal and informal mentoring for women encouraged in the OPS?
- k. Is there a women's association in the OPS? If yes, how does the OPS support the association (e.g. funding, access to leadership, provision of time and facilities for activities) How many members does it have and what are its activities?
- l. How does the OPS Police Association support women?
- m. How does OPS demonstrate investment in high potential women?
- n. What does the OPS do to improve men's understanding and consideration of women for advancement?
- o. What targets and indicators are used to increase the proportion of women in decision making roles?
- p. How does the OPS showcase women and men who aren't often heard from?

### 15. Infrastructure and Equipment

- a. Are there separate and secure washing and changing areas for female and male staff in all of the institution's facilities?
- b. Are there appropriate uniforms for female personnel, including pregnant women, at every rank/ level and in every role?
- c. Can gun sizes, grips, and trigger pulls be adjusted to a variety of hand sizes and strengths?
- d. Can car seats be adjusted to a variety of sizes of people?

## 16. Work Culture

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- a. What positive steps taken to create a diverse workplace, free from direct or indirect discrimination?
- b. Does staff display a gender bias in their interactions with other or their work?
- c. What efforts are being made to reduce unconscious bias?
- d. Do OPS members agree that gender equality concerns both women and men and the relationships between them? (PC6)
- e. Does OPS place a differentially equal value on the ways both women and men perform effectively? (WC16)
- f. Are men and women comfortably included in work and social interactions with colleagues? (WC19)
- g. Are OPS women and men respectful and focused on capabilities and interests within gender differences? (WC20)
- h. What are the great things in OPS organizational culture that promotes gender equality?
- i. What are the main challenges in organizational culture that need to be addressed?
- j. What measures are in place to demonstrate that gender equality is a valued part of the OPS's work?
- k. What actions and behaviours are making OPS a more difficult organization for women to work in? What is being done to reduce these actions and behaviours?
- l. What are the consequences for inappropriate, biased, and/or discriminatory behaviour and actions towards women in the organization? e.g. unspoken acceptance of jokes or language that degrade women (or others); always acknowledging or calling on men first in meetings or training; or informally limiting women to support roles.
- m. Is there an understanding among male and female staff at all levels of why it is important to address gender issues?
- n. What differences are there between how women and men view gender issues within the institution?
- o. Are there respectful working relations between men and women?
- p. Are teams of mixed sex (or do they tend to be mostly either all women or all men)?
- q. Are expressions of gender inequality in the workplace discouraged or accepted (for example disrespectful computer screensavers, posters and jokes)? How are they discouraged?
- r. Are gender stereotyping and discrimination common within the OPS? Is sexual harassment? What are the most common types of stereotyping, discrimination, and sexual harassment that occur within the institution, against women and men?
- s. Are gender stereotypes and biological assumptions avoided? (e.g. women more peaceful; men more violent).
- t. What is being done to break down hierarchies, siloes, and aggressive cultures, engage people of different levels and backgrounds, and open doors to promote dialogue?
- u. Are OPS members encouraged to engage with people of different levels and backgrounds — either virtually or in person? Are they expected to encourage members they manage/supervise to do the same?

## APPENDIX D

## TRANSFER OF SWORN PERSONNEL POLICY

<b>Ottawa Police Service</b>	<b>SWORN STAFFING –Transfer Policy</b>	
	<b>Policy Section: Personnel – Human Resources</b>	
	<b>Policy No:</b>	<b>Date of Approval:</b>
<p><b>Purpose:</b> The purpose of this policy is to outline how the OPS is a high-performance organization committed to selecting members for positions based on indicators of knowledge, skill, abilities (KSAs), performance, and any other relevant experience. Transfers to developmental, fixed-term, anchor, and frontline positions will be based on an equitable and adaptive process that is free from barriers and discrimination.</p> <p>This Policy applies to Sworn Members at the Constable, Sergeant, and Staff Sergeant ranks.</p> <p>This policy replaces the former Transfer of Sworn Members (3.13) and Sworn Staffing Tenure (3.20) policies, on the approval date listed above.</p> <p><b>Policy Owner:</b> Chief Human Resources Officer (CHRO)</p>		

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## RELATED POLICIES

- Equitable Work Environment Policy
- Performance Review
- Suspensions
- Accommodations
- Promotion Process Sergeant and Staff Sergeant
- Unsatisfactory Work Performance

## REFERENCES

- [Human Rights Code](#), RSO 1990, c. H.19
- [Police Services Act](#), RSO 1990, c. P.15
- Ethics Statement

## GENERAL

1. The Ottawa Police Service (OPS) will serve the community and create and maintain an equitable and adaptable work environment that ensures that every member can make a valuable contribution, free

from systemic barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion within and of its members.

2. The following principles govern all Members at all stages of the Sworn Transfer Process:
  - ***SIMPLE, CLEAR, AND TRANSPARENT***, to provide an equitable approach to sworn member transfers;
  - ***EQUITY, DIVERSITY, AND INCLUSION***, which incorporates a diversity of perspectives that strengthens the capacity of work teams, creates a positive and respectful work environment, creates a workforce and service that is reflective of our diverse communities, and helps the OPS to address systemic barriers and inequities that people may face;
  - ***CAREER PLANNING FOR MEMBERS***, so that members can individually plan and develop their careers, and have opportunities to gain experience and greater ability to build stronger skills sets;
  - ***KNOWLEDGE, SKILLS MAINTENANCE, AND TRANSFER***, to ensure that Members are building expertise, and have opportunities to transfer to other positions in order to share their developed knowledge and skills;
  - ***SUCCESSION PLANNING***, to be able to better deliver policing services by developing a diverse and qualified workforce;
  - ***WORKFORCE STABILITY***, by section managers being able to plan for short-term and long-term operational needs;
  - ***PERFORMANCE-BASED***, so that transfers are based on KSAs, experience, and performance reviews.
3. The Sworn Transfer Selection Process Model is contained in Appendix A to this policy.
4. Members transferred through the Sworn Staffing Transfer Process will be transferred into one of four types of positions:
  - Frontline Position
  - Developmental Position
  - Fixed Term Position
  - Anchor Position
5. Members on maternity, parental, or other family status-related leave are eligible to participate in the Sworn Staffing Transfer Process, and will remain in all applicable selection pools.
6. All individuals participating in, or supporting the transfer process will be screened for suitability by the Sworn Staffing Committee; this screening process includes a review by PSS for clear standing.
7. Notwithstanding the provisions of this policy, the Chief of Police maintains the discretion to deploy any sworn OPS Member to any sworn OPS position at anytime in order to meet the operational requirements of the Service.

## ROLES AND RESPONSIBILITIES

1. All Members involved in the Sworn Staffing Process, whether as a candidate or supporting the Process:
  - a. Shall carry out the sworn staffing transfer process in an equitable and adaptive manner that is free from barriers and discrimination;
  - b. Shall act with the highest level of integrity to uphold the values and ethics espoused by the OPS and shall maintain confidentiality throughout and after the process;
  - c. Shall act in accordance with the organization's commitment to bias free selection and the principles of equity, diversity and inclusion;
  - d. Shall identify any conflicts of interest with Candidates or Panel members, as applicable, prior to the assignment of Candidates to panels.

2. Constables, Sergeants and Staff Sergeants:
  - a. Are responsible for their own career development through researching positions, job descriptions, and related policies and procedures, including monitoring the external OPS website while on maternity, parental, or other family-status-related leave;
  - b. Shall express interest in or apply for positions, as appropriate in accordance with the Sworn Staffing Transfer Process; and
  - c. Must ensure that they satisfy the specific requirements of the position they occupy (for example, Members must maintain a positive performance review in order to maintain a developmental position).
3. Section Staff Sergeant/Manager:
  - a. Shall, with the assistance of Sworn Staffing and Career Management Section, maintain an up-to-date job description for positions within their section.
4. Resourcing and Development Directorate (RDD):
  - a. Shall ensure that transfer panels are representative of diversity which will include a mix of qualified Panel Members, with emphasis on identities underrepresented in the Directorate;
  - b. Shall train panel members on scoring techniques, equity, diversity and inclusion, and the scoring of resume and interviews in a fair, consistent and unbiased manner.
5. Chief Human Resources Officer:
  - a. Will track and identify the number of transfer opportunities each quarter;
  - b. Will collect and analyze sex and gender disaggregated data for the Sworn Staffing Transfer Process, both of the members who apply for each process and the members who are successful in being transferred.
6. Chief of Police:
  - a. May direct that a candidate be removed from any stage of a sworn staffing application process due to any of the reasons outlined in the Sworn Staffing Transfer Process;
  - b. Will provide the Member with reasons if they exercise the discretion to remove the Member from the Sworn Staffing Transfer Process;
  - c. May, in their absolute discretion, approve or reinstate a Member at any stage of the Sworn Staffing Transfer Process, whether as a candidate or support; and
  - d. Will issue a binding resolution on any unforeseen issue that has not been captured in the Sworn Staffing Transfer Policy.

## Appendix A – Transfer Model

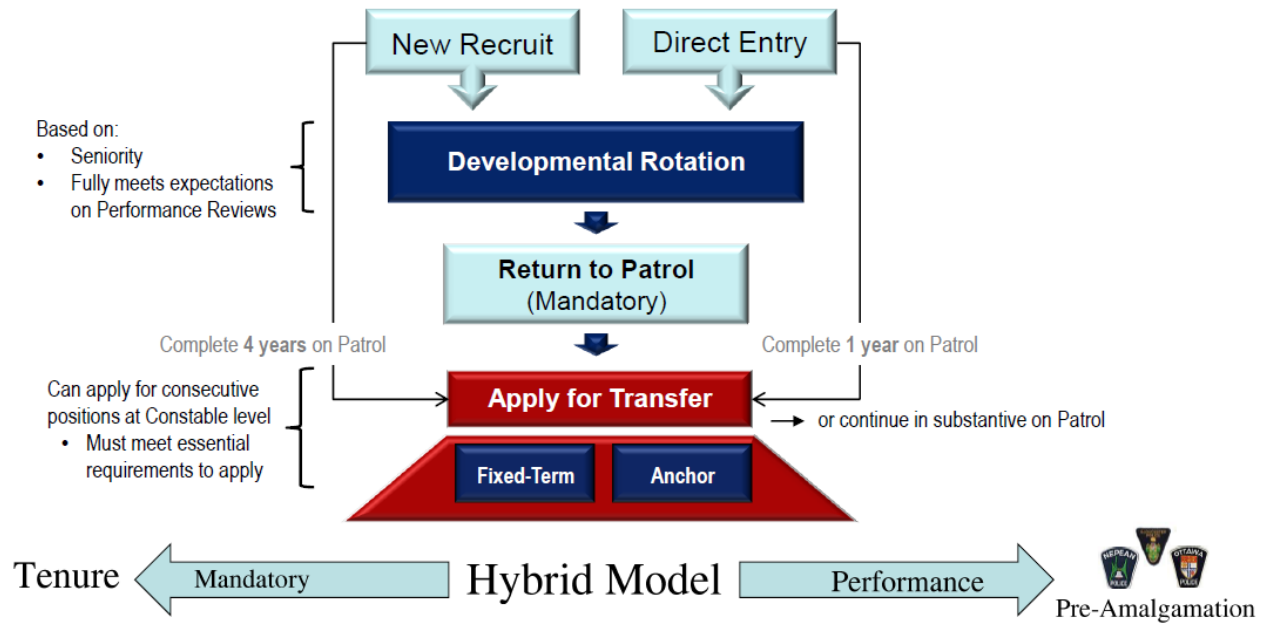


FIGURE 1 - APPROVED MODEL AS OF APRIL 19, 2016

## APPENDIX E

## PROMOTIONS POLICIES

<b>Ottawa Police Service</b>	<b>PROMOTION PROCESS SERGEANT AND STAFF SERGEANT</b>	
	<b>Policy Section:</b> Personnel – Human Resources	
	<b>Policy No:</b> 3.25	<b>Date of Approval:</b>
<p><b>Policy Description:</b> The purpose of this policy is to outline how the Ottawa Police Service (OPS) will select candidates, for Sergeants and Staff Sergeants, by utilizing a competency-based promotion process that is equitable and adaptive, free from barriers and discrimination, which can be used by any qualified employee. This policy applies to promotions to the rank of Sergeant and Staff Sergeant.</p> <p><b>Policy Owner:</b> Chief Human Resources Officer</p>		

For Sergeant Promotion Process Cycle →



For Staff Sergeant Promotion Process Cycle →

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**RELATED POLICIES**

Unsatisfactory Work Performance

Performance Management

Equitable Work Environment

**REFERENCES**

Human Rights Code, RSO 1990, C. H. 19

*Police Services Act, RSO 1990, c. P. 15*

Ethics Statement

## KEY TERMS

**Acting Supervisor:** A person qualified to work on a temporary basis in a Supervisory capacity (e.g. Sergeant).

**Candidate:** A sworn member putting forth an application to enter a sworn promotional process.

**Eligibility List:** A ranked list of sworn members who have successfully completed a promotional process and are eligible for promotion and/or acting assignments.

**Executive Command:** Includes the Chief, Deputy Chiefs and Director General.

**Observer:** An unbiased, third party selected by TDPM who monitors a promotional process interview and scenario.

**OPC Exam:** Promotional exam administered by the Ontario Police College.

**Promotion Steering Committee:** A group of senior leaders responsible for overseeing and making decisions affecting all promotional processes.

**Reassessment:** A process by which a Candidate's resume or interview/scenario results are re-examined.

**Standing On Your Mark:** The ability of a Candidate to retain their score from the previous promotional cycle at the same rank.

## GENERAL

1. The OPS will select candidates, for Sergeants, Staff Sergeants, Inspectors and Superintendents, by utilizing a competency-based promotion process that is equitable and adaptive, free from barriers and discrimination, which can be used by any qualified employee. This policy applies to promotions to the rank of Sergeant and Staff Sergeant.
2. The promotion process will be conducted on a regular cycle. The timelines will be determined by the Deputy Chiefs and the Director General and announced by General Order.
3. At the time the applications are due to RDD (*Application Process Stage*), the existing Promotion Eligibility List is closed for promotions, but remains open to appoint acting assignments. No new promotions will be made until a new Promotion Eligibility List is developed based on the results of the new promotion process.
4. Information sessions outlining the details of the promotion process will be delivered to prospective Candidates at the beginning of each promotion cycle.
5. The promotion process has two phases and multiple stages:
  - Phase I: Qualification Process:
    - Stage 1: Prerequisite
    - Stage 2: Application Process
    - Stage 3: Job Scenario and Interview
    - Stage 4: Eligibility for Promotion
    - Stage 5: Debrief Process
    - Stage 6: Reassessment Process



## Phase II: Selection Process:

- Stage 7: Selection from the Promotion Eligibility List

6. RDD will ensure that any breach of the Ethics Statement during the promotion process is investigated by requesting support from the Professional Standards Section (PSS). Based on the findings, the Chief of Police at their discretion may direct that a Candidate be removed from the promotion process, provided that the Candidate has had an opportunity to refute the suspected breach of the Ethics Statement.
7. With the exception of the process required for a suspected breach of the Ethics Statement, where, in the Chief's opinion the Candidate is not suitable for promotion or acting assignments the Chief of Police at their absolute discretion may remove a Candidate from any stage of the promotion process. For example, after reviewing all of the circumstances the Chief of Police may:
  - a. Direct that a Candidate be removed from the promotion process due to:
    - i. An on-going PSS investigation or suspension;
    - ii. Being the subject of a Criminal Code investigation, charge, conviction and/or appeal; or
  - b. Direct that a Candidate be removed from the promotion process or withhold a Candidate's promotion or acting assignment if:
    - i. The promotion or acting assignment of the Candidate may bring the Ottawa Police Service into disrepute, or
    - ii. The promotion of the Candidate or participation in the promotion process by the Candidate may not be in the best interest of the Ottawa Police Service.
  - c. Direct that a Candidate be removed from the promotion process or be removed from consideration for promotion should it be revealed that the Candidate has:
    - i. Misrepresented information at any point during the promotion process, or
    - ii. Shared information with other Candidates or benefited from receiving information from other Candidates or individuals involved in the promotion process.
8. If the Chief of Police exercises their discretion the Candidate shall be provided with the reasons.
9. The Chief of Police at their absolute discretion may reinstate the Candidate in the promotion process and/or Promotion Eligibility List.

**Standing on Mark**

1. Candidates on the existing Promotion Eligibility List may carry their eligibility forward for (1) one promotion cycle without re-qualifying. In order to stand on their mark, a Candidate must:
  - a. Maintain clear standing with PSS;
  - b. Hold a valid OPC exam (result of 70% or higher);
  - c. Have successfully completed the most recent promotion process;
  - d. Have a positive performance review from the current performance review cycle at the substantive rank with ratings of "fully meets expectations" or higher in the Leadership competency and in Overall Performance;
  - e. Be up-to-date with all intake interviews and performance reviews for their direct reports and second level reports (if applicable) as per the Performance Management Policy.

**Remaining on the Promotion Eligibility List**

1. To remain on the eligibility list for promotion and for acting assignments, a Candidate must maintain:
  - a. Clear standing with PSS;
  - b. A valid OPC exam (result of 70% or higher);

- c. Their current performance review (Candidates must maintain a positive current performance review with ratings of “fully meets expectations” or higher in the Leadership competency and in Overall Performance);
- d. Up-to-date intake and performance reviews for all direct reports and second level reports (if applicable) as per the Performance Management Policy.

### **Acting Assignments**

1. Superintendents will appoint Candidates from the Promotion Eligibility List.
2. Short Term Acting Assignments (less than 8 continuous weeks) will be filled first from the Promotion Eligibility List by an employee in the Directorate where the vacancy exists where operationally feasible, not necessarily in rank order. Where none of the directorate employees on the Promotion Eligibility List have the necessary knowledge, skills and abilities for the particular acting assignment, assignments may be filled by a non-divisional employee from the Promotion Eligibility List.
3. Long Term Acting Assignments (assignments of more than 8 continuous weeks and not exceeding 6 months except under special circumstances as determined by the Chief of Police or their designate) will be appointed in rank order from the Promotion Eligibility List unless there are job-specific skills required. Assignments requiring requisite job-specific skills will be filled by the first officer on the Promotion Eligibility List who meets the job-skill requirements.
4. Applicable to Staff Sergeant Promotion Process: Any time spent holding an acting assignment on patrol, within two years leading up to the date of the commencement of the Staff Sergeant Promotion Process (date application packages are due with RDD) will be recognized as time in rank for those applying to the Staff Sergeant Promotion Process.

### **Ethics**

1. All Candidates entering into the promotion process and individuals supporting the promotion process (such as Promotion Steering Committee members, panel members, reassessment panel members, working group members, administrative support, etc.) shall act with the highest level of integrity to uphold the values and ethics espoused by the OPS and shall maintain confidentiality.
2. All Candidates entering into the promotion process and individuals supporting the promotion process (such as Promotion Steering Committee members, panel members, reassessment panel members, working group members, administrative support, etc.) shall act in accordance with the organization’s commitment to bias free selection and the principles of gender equity.
3. All individuals participating in, or supporting the promotion process will be screened for suitability by the Promotions Steering Committee.
4. All individuals participating in, or supporting the promotion process shall sign the Ethics Statement in the presence of a witness. The witness shall also sign the Ethics Statement.
5. All individuals participating in or supporting the promotion process shall be reviewed for clear standing by PSS prior to their participation. The Chief of Police at their discretion may approve an individual to participate in supporting the promotion process.

### **ROLES AND RESPONSIBILITIES**

**A. CANDIDATES**

1. Candidates seeking promotion or acting assignments are responsible for making themselves aware of the obligations of the promotion process, including eligibility requirements and timelines.
2. Candidates shall read and follow the candidate instructions for completing the application package.
3. Candidates shall provide RDD with the application package outlined in *Application Process* stage by the dates set out in the General Order.
4. To enter into the promotion process, to be eligible for promotion or to be eligible for acting assignments Candidates must ensure they:
  - a. Have a valid OPC exam mark;
  - b. Have a current positive performance review (with ratings of “fully meets expectations” or higher in the Leadership competency and in Overall Performance);
  - c. Are familiar with the performance review process and ensure that all intake interviews and performance reviews for their direct reports and second level reports (if applicable) are completed as per the Performance Management Policy, where applicable.
5. Candidates shall provide two internal references on their resume who can accurately report on the Candidate’s skills, competencies, and work activities.
6. Candidates shall provide the Promotion Panel with the names of individuals who can validate information provided during their interview.
7. Candidates shall make any accommodation needs known to RDD in advance of the interviews.
8. A Candidate must submit their request for a reassessment in writing to the Manager of Talent Development & Performance Management within the timeframe outlined by the reassessment documentation in order to be reviewed.
9. Candidates must inform RDD during the *Application Process* stage should they have a conflict with any of the Promotion Panel members.
10. Candidates must sign the Ethics Statement and ensure the form is witnessed. The Ethics Statement confirms the Candidate will not:
  - a. Share or receive information from other Candidates or other individuals involved in the promotion process;
  - b. Embellish or misrepresent information at any point during the process.

**B. RESOURCING & DEVELOPMENT DIRECTORATE (RDD)**

1. RDD shall:
  - a. Prepare, via a General Order, the timelines for the promotion process giving as much notice as possible;
  - b. Provide information sessions to prospective Candidates informing them about their obligations in the promotion process;
  - c. Facilitate the accommodation requests as required throughout the promotional process;
  - d. Upon receiving Candidate application packages, discuss the eligibility of candidates who have any pending or current with PSS:
    - i. Suspensions;
    - ii. Criminal Code charges, investigations, convictions and appeals;
    - iii. *Police Services Act* investigations, convictions, appeals, and demotions;
    - iv. A breach of the Ethics Statement.

- e. Upon receiving Candidate application packages, ensure that the screening criteria has been achieved regarding:
  - i. The validity of the Candidate's Ontario Police College exam;
  - ii. Completion of the Candidate's current performance review with a rating of "fully meets expectations" or higher in the Leadership competency and in Overall Performance;
  - iii. Up-to-date intake interviews and performance reviews for the Candidate's direct reports and second level reports (if applicable) as per the Performance Management Policy;
  - iv. Years of service requirements both at the rank and/or at the Ottawa Police Service;
  - v. A positive Candidate endorsement as outlined in the Recommendation for Promotion form;
  - vi. Confirmed rank;
  - vii. A completed, signed and witnessed ethics statement.
- f. Support and track all aspects of the promotion process;
- g. Ensure only required information on the candidates and their involvement in the process is retained and kept confidential;
- h. Facilitate the development of the job scenario and interview questions with corresponding scoring templates to support the promotion process;
- i. Ensure that the job scenario and interview questions are reviewed by a third party to ensure they are bias free;
- j. Ensure the promotion panels are representative of diversity which will include a mix of qualified panel members, with emphasis on identities underrepresented at the promotion process rank and above;
- k. Train Panel Members on:
  - i. Scoring techniques and use of the various assessment/marking tools;
  - ii. Promotions, equity, diversity and inclusion;
  - iii. Bias, prejudice and discrimination;
  - iv. The scoring of the resume, scenario and interview in a fair, consistent and unbiased manner based on the standardized marking schemes.
- l. Ensure that an impartial interview observer will monitor each candidate interview.
- m. Document results and facilitate an efficient promotion process;
- n. Advise Executive Command and the Candidates of the results of the promotion process within 15 working days of the date the last Candidate was interviewed;
- o. Arrange Candidate debriefing sessions;
- p. Support the reassessment process;
- q. Maintain and track Promotion Eligibility Lists and expiry dates for the Sergeant and Staff Sergeant Promotion Process;
- r. Prior to acting assignments or promotions, facilitate the verification of the officer's status with respect to:
  - i. Validity of the OPC exam;
  - ii. Ratings on the current performance review (rating of "fully meets expectations" or higher in the Leadership competency and in Overall Performance);
  - iii. Whether the Candidate has maintained up-to-date intake interviews and performance reviews for direct reports and second level reports (if applicable) as per the Performance Management Policy;
  - iv. PSS.

## **C. CHIEF HUMAN RESOURCE OFFICER (CHRO)**

- 1. The Chief Human Resource Officer is required to track and identify the number of promotion opportunities each quarter.

- a. Collect and analyse sex disaggregated data for the promotional process;
  - b. Analyze the ratio of males and females applying for each process, are successful in achieving the Eligibility List and are promoted.
2. The CHRO will review and endorse (if applicable) any changes to the promotion processes.

**D. PROMOTION PANEL SERGEANT AND STAFF SERGEANT**

- 1. Acting Staff Sergeants, Acting Inspectors and Acting Superintendents are not permitted to sit as Promotion Panel members at their acting rank. They are permitted to sit as Promotion Panel members at their substantive rank.
- 2. Once notified by RDD and/or Chain of Command of their role as a Promotion Panel member, the member must immediately decline providing assistance to prospective Candidates entering into the promotion process.
- 3. The Promotion Panel shall:
  - a. Attend training in scoring techniques and use of the various assessment/marketing tools;
  - b. Attend specific training regarding promotions, equity, diversity and inclusion;
  - c. Be educated on bias, prejudice and discrimination;
  - d. Review and score the resume, scenario and interview in a fair, consistent and unbiased manner based on the standardized marking schemes;
  - e. Verify information provided by the candidate in the resume and interview;
  - f. Identify any conflicts of interest with candidates prior to the assignment of candidates to panels;
  - g. Sign and uphold the ethics statement;
  - h. Provide a debrief of the results of the promotion process which will be supported by RDD.

**E. REASSESSMENT PANELS**

- 1. Two Superintendents will be selected to review the reassessments of Candidate results in the promotion process.
- 2. The reassessment panel will be representative of diversity.

**F. SPONSORS FOR RECOMMENDATION FOR PROMOTION**

- 1. Sponsors are the Candidate's immediate and second level manager.
- 2. An Acting Staff Sergeant or Acting Inspector may decline (where justified) to assess a Candidate and may defer to the next higher-ranking supervisor with that supervisor's consent.
- 3. Both sponsors must achieve a consensus decision before signing the "Recommendation for Promotion" form.
- 4. To endorse a Candidate for promotion, sponsors must verify the Candidate's performance review to ensure that it is current and substantiates the recommendation for promotion.
- 5. Sponsors shall:
  - a. Ensure that they have sufficient knowledge of the Candidate either through direct contact/observation, through their performance review or through discussion with the relevant supervisor and previous supervisors to sign the statement outlined in the "Recommendation for Promotion" form;
  - b. Ensure that they have read the Candidate's most recent performance review;

- c. Obtain accurate and relevant information regarding the Candidate's readiness to enter into the promotion process;
- d. Ensure that the assessment of the Candidate is unbiased;
- e. Follow the "Sponsor Recommendation for Promotion Guide";
- f. Be accountable for their endorsement of the Candidate;
- g. Return the completed "Recommendation for Promotion" form to the Candidate in time for the Candidate to meet the application package submission due date;
- h. Be available to the Promotion Panel should further reference information be required.

Promotion Process	Recommendation for Promotion
Sergeant	Upon request, the Inspector in the Candidate's chain of command will consider a Candidate's readiness for promotion in the event that the Candidate did not receive a positive endorsement on their "Recommendation for Promotion" form. In making this assessment, the Inspector shall consult with the current Staff Sergeant/Unit Manager and Sergeant/Supervisor or other supervisors that have current knowledge and understanding of the Candidate's skills and competencies.
Staff Sergeant	Upon request, the Superintendent in the Candidate's chain of command will consider a Candidate's readiness for promotions in the event that the Candidate did not receive a positive endorsement on their "Recommendation for Promotion" form. In making this assessment, the Superintendent shall consult with the current Inspector/Director and Staff Sergeant/Unit Manager and other supervisors that have current knowledge and understanding of the Candidate's skills and competencies.

## **G. CHIEF OF POLICE**

1. The Chief of Police shall:
  - a. In conjunction with the Deputy Chiefs and Director General determine and announce timelines of the promotion process by General Order;
  - b. Receive and adopt the results (Promotion Eligibility List) of the promotion process presented by RDD;
  - c. Approve and announce all promotions.
2. In making decisions at any stage in the promotion process, the Chief of Police shall act fairly and reasonably and will uphold the values of Equity, Diversity and Inclusion:
  - a. Exercise their discretion reasonably and in accordance with all applicable policies, Acts and Regulations;
  - b. Consider the operational needs of the Ottawa Police Service;
  - c. Consider the operational needs of the National Capital Region and its Community; and
  - d. Undertake activities necessary to ensure that the Ottawa Police Service's business continuity and succession needs are met.

<b>Ottawa Police Service</b>	<b>PROMOTION PROCESS INSPECTOR AND SUPERINTENDENT</b>	
	<b>Policy Section:</b> Personnel – Human Resources	
	<b>Policy No:</b> 3.10	<b>Date of Approval:</b>
<p><b>Purpose:</b> The purpose of this policy is to outline how the Ottawa Police Services (OPS) will select candidates, for Inspector and Superintendent, by utilizing a competency-based promotion process that is equitable, and adaptive, free from barriers and discrimination, which can be used by any qualified employee. This policy applies to promotions to sworn members at the rank of Inspector and Superintendent. .</p> <p><b>Policy Owner:</b> Chief Human Resources Officer (CHRO)</p>		

For Inspector Promotion Process Cycle → 

For Superintendent Promotion Process Cycle → 

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## **RELATED POLICIES**

Unsatisfactory Work Performance

Performance Management

Equitable Work Environment

## **REFERENCES**

*Human Rights Code*, RSO 1990, C. H. 19

*Police Services Act*, RSO 1990, c. P. 15

Ethics Statement

## KEY TERMS

**Acting Supervisor:** a person qualified to work on a temporary basis in a Supervisory capacity (e.g. Sergeant).

**Candidate:** a sworn member putting forth an application to enter a sworn promotional process.

**Eligibility Pool:** a pool of sworn members who have successfully completed a promotional process and are eligible for promotion and/or acting assignments.

**Executive Command:** includes the Chief, Deputy Chiefs and Director General.

**Observer:** an unbiased, third party selected by TDPM who monitors a promotional process interview and scenario.

**OPC Exam:** promotional exam administered by the Ontario Police College.

**Promotion Steering Committee:** a group of senior leaders responsible for overseeing and making decisions affecting all promotional processes.

**Reassessment:** a process by which a Candidate's resume or interview/scenario results are re-examined.

## GENERAL

1. The OPS will select candidates, for all ranks, by utilizing a competency-based promotion process that is equitable and adaptive, free from barriers and discrimination, which can be used by any qualified employee. This policy applies to promotions to the rank of Inspector and Superintendent.
2. The promotion process will be conducted on a regular cycle. The timelines will be determined by the Deputy Chiefs and the Director General and announced by General Order.
3. At the time the applications are due to RDD (*Application Process Stage*), the existing Promotion Eligibility Pool is closed for promotions, but remains open to appoint acting assignments. No new promotions will be made until a new Promotion Eligibility Pool is developed based on the results of the new promotion process.
4. Information sessions outlining the details of the promotion process will be delivered to prospective Candidates at the beginning of each promotion cycle.
5. The promotion process has two phases and multiple stages:

Promotion Process	Phase and Stage
Inspector	<p>Phase I: Qualification Process:</p> <ul style="list-style-type: none"> <li>• Stage 1: Prerequisite</li> <li>• Stage 2: Application Process</li> <li>• Stage 3: Job Scenario and Interview</li> <li>• Stage 4: Eligibility for Promotion</li> <li>• Stage 5: Debrief Process</li> <li>• Stage 6: Reassessment Process</li> </ul> <p>Phase II: Selection Process:</p> <ul style="list-style-type: none"> <li>• Stage 7: Selection from the Promotion Eligibility Pool</li> </ul>



Superintendent	<p>Phase I: Qualification Process:</p> <ul style="list-style-type: none"> <li>• Stage 1: Application Process</li> <li>• Stage 2: Interview</li> <li>• Stage 3: Eligibility for Promotion</li> <li>• Stage 4: Debrief Process</li> <li>• Stage 5: Reassessment Process</li> </ul> <p>Phase II: Selection Process:</p> <ul style="list-style-type: none"> <li>• Stage 6: Selection from the Promotion Eligibility Pool</li> </ul> <p>The Superintendent Promotion Process will be finalized once language assessments have been completed for the successful Candidates and the Candidates have been added to the Superintendent Promotion Eligibility Pool. Note that the language assessments serve the purpose of identifying development opportunities and are not used as criteria for entry into the Superintendent Promotion Eligibility Pool.</p>
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6. RDD will ensure that any breach of the Ethics Statement during the promotion process is investigated by requesting support from the Professional Standards Section (PSS). Based on the findings, the Chief of Police at their discretion may direct that a Candidate be removed from the promotion process, provided that the Candidate has had an opportunity to refute the suspected breach of the Ethics Statement.
7. With the exception of the process required for a suspected breach of the Ethics Statement, where in the Chief's opinion the Candidate is not suitable for promotion or acting assignments the Chief of Police at their absolute discretion may remove a Candidate from any stage of the promotion process. For example, after reviewing all of the circumstances the Chief of Police may:
  - a. Direct that a Candidate be removed from the promotion process due to:
    - i. An on-going PSS investigation or suspension;
    - ii. Being the subject of a Criminal Code investigation, charge, conviction and/or appeal; or
  - b. Direct that a Candidate be removed from the promotion process or withhold a Candidate's promotion or acting assignment if:
    - i. The promotion or acting assignment of the Candidate may bring the Ottawa Police Service into disrepute, or
    - ii. The promotion of the Candidate or participation in the promotion process by the Candidate may not be in the best interest of the Ottawa Police Service.
  - c. Direct that a Candidate be removed from the promotion process or be removed from consideration for promotion should it be revealed that the Candidate has:
    - i. Misrepresented information at any point during the promotion process, or
    - ii. Shared information with other Candidates or benefited from receiving information from other Candidates or individuals involved in the promotion process.
8. If the Chief of Police exercises their discretion, the Candidate shall be provided with the reasons.
9. The Chief of Police at their absolute discretion may reinstate the Candidate in the promotion process and/or Promotion Eligibility Pool.

## REMAINING IN THE PROMOTION ELIGIBILITY POOL

1. Once a Candidate qualifies in the Promotion Eligibility Pool, their eligibility carries forward provided they:
  - a. Maintain clear standing with PSS;
  - b. Maintain a positive performance review from the current performance review cycle at the substantive rank; the current performance review must have ratings of “fully meets expectations: or higher in the Leadership competency and in Overall Performance;
  - c. Ensure all intake interviews and performance reviews for their direct reports and second level reports (if applicable) are current and completed per the Performance Management Policy;
  - d. Demonstrate progress on their succession development plan.

## ACTING ASSIGNMENTS

Promotion Process	Acting Assignments
Inspector	<ul style="list-style-type: none"> <li>• Staff Sergeants from the Inspector Promotion Eligibility Pool may be selected for acting assignments at the rank of Inspector by the Chief of Police.</li> <li>• Acting assignments will be filled first from the Promotion Eligibility Pool by an employee in the directorate where the vacancy exists, and where operationally feasible.</li> <li>• Long term acting assignments will not exceed 6 months except under special circumstances as determined by the Chief of Police or their designate.</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• The Chief of Police, in consultation with the Deputy Chiefs and Director General shall select Candidates for acting assignments.</li> <li>• Long term acting assignments will not exceed 6 months except under special circumstances as determined by the Chief of Police or their designate.</li> <li>• For long-term acting opportunities or promotions, Candidates will be assessed by the Superintendents on their demonstration of the Superintendent competencies, and this information will be considered by the Chief of Police in the selection of the successful Candidate.</li> </ul>

## ETHICS

1. All Candidates entering into the promotion process and individuals supporting the promotion process (such as Promotion Steering Committee members, panel members, reassessment panel members, working group members, administrative support, etc.) shall act with the highest level of integrity to uphold the values and ethics espoused by the Ottawa Police Service and shall maintain confidentiality.
2. All Candidates entering into the promotion process and individuals supporting the promotion process (such as Promotion Steering Committee members, panel members, reassessment panel members, working group members, administrative support, etc.) shall act in accordance with the organization’s commitment to bias free selection and the principles of equity, diversity and inclusion .
3. All individuals participating in, or supporting the promotion process will be screened for suitability by the Promotions Steering Committee.
4. All individuals participating in, or supporting the promotion process shall sign the Ethics Statement in the presence of a witness. The witness shall also sign the Ethics Statement.
5. All individuals participating in or supporting the promotion process shall be reviewed for clear standing by PSS prior to their participation. The Chief of Police at their discretion may approve an individual to participate in supporting the promotion process.

## ROLES AND RESPONSIBILITIES

### A. CANDIDATES

1. Candidates seeking promotion or acting assignments are responsible for making themselves aware of the obligations of the promotion process, including eligibility requirements and timelines.
2. Candidates shall read and follow the candidate instructions for completing the application package.
3. Candidates shall provide RDD with the application package outlined in *Application Process* stage by the dates set out in the General Order.
4. To enter into the promotion process, to be eligible for promotion or to be eligible for acting assignments Candidates must ensure they:
  - d. Have a valid OPC exam mark (not applicable to Superintendent Candidates);
  - e. Have a current positive performance review (with ratings of “fully meets expectations” or higher in the Leadership competency and in Overall Performance);
  - f. Are familiar with the performance review process and ensure that all intake interviews and performance reviews for their direct reports and second level reports (if applicable) are completed as per the Performance Management Policy.
5. Candidates shall provide two internal references on their resume who can accurately report on the Candidate’s skills, competencies, and work activities.
6. Candidates shall provide the Promotion Panel with the names of individuals who can validate information provided during their interview.
7. Candidates shall make any accommodation needs known to RDD in advance of the interviews.
8. A Candidate must submit their request for a reassessment in writing to the Manager of Talent Development & Performance Management within the timeframe outlined by the reassessment documentation in order to be reviewed.
9. Candidates must inform RDD during the Application Process stage should they have a conflict with any of the Promotion Panel members.
10. Candidates must sign the Ethics Statement and ensure the form is witnessed. The Ethics Statement confirms the Candidate will not:
  - a. Share or receive information from other Candidates or other individuals involved in the promotion process;
  - b. Embellish or misrepresent information at any point during the process.

### B. RESOURCING & DEVELOPMENT DIRECTORATE (RDD)

1. RDD shall:
  - a. Prepare, via a General Order, the timelines for the promotion process giving as much notice as possible;
  - b. Provide information sessions to prospective Candidates informing them about their obligations in the promotion process;
  - c. Facilitate the accommodation requests as required throughout the promotional process;
  - d. Upon receiving Candidate application packages, discuss with PSS the eligibility of candidates who have any pending or current:

- i. Suspensions;
  - ii. *Criminal Code* charges, investigations, convictions and appeals;
  - iii. *Police Services Act* investigations, convictions, appeals, and demotions;
  - iv. A breach of the Ethics Statement.
- e. Upon receiving Candidate application packages, ensure that the screening criteria has been achieved regarding:

Promotion Process	Screening Criteria
Inspector	<ul style="list-style-type: none"> <li>• The validity of the Candidate's OPC exam;</li> <li>• Completion of the Candidate's current performance review with a rating of "fully meets expectations" or higher in the Leadership competency and in Overall Performance;</li> <li>• Up-to-date intake interviews and performance reviews for the Candidate's direct reports and second level reports (if applicable) as per the Performance Management Policy;</li> <li>• Years of service requirements both at the rank and/or at the Ottawa Police Service;</li> <li>• A positive Candidate endorsement as outlined in the Recommendation for Promotion form;</li> <li>• Confirmed rank;</li> <li>• A completed, signed and witnessed Ethics Statement.</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Completion of the Candidate's current performance review with a rating of "fully meets expectations" or higher in the Leadership competency and in Overall Performance;</li> <li>• Up-to-date intake interviews and performance reviews for the Candidate's direct reports and second level reports (if applicable) as per the Performance Management Policy;</li> <li>• Confirmed rank;</li> <li>• A completed and signed Ethics Statement.</li> </ul>

- f. Support and track all aspects of the promotion process;
- g. Ensure only required information on the candidates and their involvement in the process is retained and kept confidential;
- h. Facilitate the development of the job scenario (if applicable) and interview questions with corresponding scoring templates to support the promotion process;
- i. Ensure that the job scenario and interview questions are reviewed by a third party to ensure they are bias free;
- j. Ensure the promotional panels are representative of diversity which will include a mix of qualified members, with emphasis on identities underrepresented at the promotion process rank and above;
- k. Train panel members on:

- i. Scoring techniques and use of the various assessment/marketing tools;
  - ii. Promotions, equity, diversity and inclusion;
  - iii. The scoring of resume, scenario and interview in a fair, consistent and unbiased manner based on the standardized marking schemes.
- l. Ensure that an impartial interview observer will monitor each candidate interview.
  - m. Document results and facilitate an efficient promotion process;
  - n. Advise executive command and the candidates of the results of the promotion process within 15 working days of the date the last candidate was interviewed;
  - o. Arrange candidate debriefing sessions;
  - p. Support the reassessment process;
  - q. maintain and track the Promotion Eligibility Pools for the Inspector and Superintendent Promotion Process;
  - r. coordinate and administer the language assessments for the Superintendent Promotion process;
  - s. prior to acting assignments or promotions, facilitate the verification of the officer's status with respect to:

Promotion Process	Verification
Inspector	<ul style="list-style-type: none"> <li>• Validity of the OPC exam;</li> <li>• Ratings on the current performance review (rating of "fully meets expectations" or higher in the Leadership competency and in Overall Performance);</li> <li>• Whether the Candidate has maintained up-to-date intake interviews and performance reviews for direct reports and second level reports (if applicable) as per the Performance Management Policy;</li> <li>• Progress on succession development plan;</li> <li>• PSS.</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Ratings on the current performance review (rating of "fully meets expectations" or higher in the Leadership competency and in Overall Performance);</li> <li>• Whether the Candidate has maintained up-to-date intake interviews and performance reviews for direct reports and second level reports (if applicable) as per the Performance Management Policy;</li> <li>• Progress on succession development plan;</li> <li>• PSS.</li> </ul>

### C. CHIEF HUMAN RESOURCES OFFICER

1. The Chief Human Resources Officer is required to track and identify the number of promotion opportunities each quarter.
  - a. Collect and analyse sex disaggregated data for the promotional process;

- b. Analyse the ratio of males and females applying for each process, are successful in achieving the Eligibility Pool, and are promoted.
- 2. The Chief Human Resources Officer will review and endorse (if applicable) any changes to the promotion processes.

#### **D. PROMOTION PANEL FOR INSPECTOR**

- 1. Once notified by RDD and/or Chain of Command of their role as a Promotion Panel member, the panel member must immediately decline providing assistance to prospective Candidates entering into the promotion process.
- 2. The Promotion Panel shall:
  - a. Attend training in scoring techniques and the use of the various assessment/marketing tools;
  - b. Attend specific training regarding promotions, equity, diversity and inclusion;
  - c. Be educated on bias, prejudice and discrimination;
  - d. Review and score the resume, scenario and interview in a fair, consistent and unbiased manner based on the standardized marking schemes;
  - e. Verify information provided by the candidate in the resume and interview;
  - f. Identify any conflicts of interest with candidates prior to the assignment of candidates to panels;
  - g. sign and uphold the Ethics Statement;
  - h. provide a debrief of the results of the promotion process which will be supported by RDD.

#### **E. PROMOTION PANEL FOR SUPERINTENDENT**

- 1. The Superintendent Promotion Panel shall:
  - a. Be comprised of three members: one member being a Deputy Chief and the other two members being drawn from Deputy Chiefs, the Director General and/or an outside Senior Executive resource from the policing community;
  - b. Attend training in scoring techniques and the use of various assessment/marketing tools;
  - c. Attend specific training regarding promotions, equity, diversity and inclusion;
  - d. Be educated on bias, prejudice and discrimination;
  - e. Conduct the Candidate interviews;
  - f. Rotate the role of the Chair for each interview;
  - g. Verify information provided by the Candidate in the interview;
  - h. Identify successful Candidates for the Superintendent Promotion Eligibility Pool;
  - i. Sign and uphold the Ethics Statement;
  - j. Communicate the results directly to Candidates at the appropriate stages of the Superintendent Promotion Process (at the completion of *Stage 1: Application* and *Stage 2: Interview*);
  - k. provide, with the support of RDD, a debrief of the results of the Superintendent Promotion Process which will be supported by RDD.

**F. REASSESSMENT PANELS**

Promotion Process	Composition of Reassessment Panels
Inspector	Two Deputy Chief/Director General Reassessment Panel Members will be selected to review the reassessments of Candidate results in the promotion process.
Superintendent	The Chief of Police, with support from RDD will review the reassessments of Candidate results in the promotion process.

**G. SPONSORS FOR RECOMMENDATION FOR PROMOTION (APPLICABLE TO INSPECTOR PROMOTION PROCESS)**

1. Sponsors are the Candidate's current immediate supervisor and second level manager.
2. An Acting Inspector may decline (where justified) to assess a Candidate and may defer to the next higher-ranking supervisor with that supervisor's consent.
3. Both sponsors must achieve a consensus decision before signing the "Recommendation for Promotion" form.
4. To endorse a Candidate for promotion, sponsors must verify the Candidate's performance review to ensure that it is current and substantiates the recommendation for promotion.
5. Sponsors shall:
  - i. Ensure that they have sufficient knowledge of the Candidate either through direct contact/observation, through their performance review or through discussion with the relevant supervisor and previous supervisors to sign the statement outlined in the "Recommendation for Promotion" form;
  - j. Ensure that they have read the Candidate's most recent performance review;
  - k. Obtain accurate and relevant information regarding the Candidate's readiness to enter into the promotion process;
  - l. Ensure that the assessment of the Candidate is unbiased;
  - m. Follow the "Sponsor Recommendation for Promotion Guide";
  - n. Be accountable for their endorsement of the Candidate;
  - o. Return the completed "Recommendation for Promotion" form to the Candidate in time for the Candidate to meet the application package submission due date;
  - p. Be available to the Promotion Panel should further reference information be required.
6. Upon request, the Deputy Chief in the Candidate's chain of command will consider a Candidate's readiness for promotion in the event that the Candidate did not receive a positive endorsement on their "Recommendation for Promotion" form. In making this assessment, the Deputy Chief shall consult with the current Inspector/Director and Superintendent and other supervisors that have current knowledge and understanding of the Candidate's skills and competencies.

**H. INTERNAL REFERENCES FOR SUPERINTENDENT PROMOTION PROCESS**

1. The Internal Reference shall:
  - a. Provide and be accountable for an unbiased promotion assessment of the Candidate's performance, competencies, skills, strengths and weaknesses based on observed performance of the Candidate's job duties;

- b. Substantiate and provide examples of the Candidate's competency levels;
  - c. Be accountable for the information they provide during the promotion assessment regarding the Candidate's readiness for promotion.
- 2. Two references shall be supervisors (of which one is a current supervisor) who can elaborate on the skills and competencies of the Candidate within the work environment. These two references shall be at the rank of Superintendent or higher.
- 3. If the reference is an acting supervisor, he or she may decline (where justified) to conduct the promotion assessment of the Candidate and may defer to the next higher-ranking supervisor with that supervisor's and RDD's consent.

## **I. CHIEF OF POLICE**

- 1. The Chief of Police shall:
  - a. In conjunction with the Deputy Chiefs and Director General determine and announce timelines of the promotion process by General Order;
  - b. Receive and adopt the results (Promotion Eligibility Pool) of the promotion process presented by RDD;
  - c. Approve and announce all promotions.
- 2. In making decisions at any stage in the promotion process, the Chief of Police shall:
  - a. Act fairly and reasonably and will uphold the values of Equity, Diversity and Inclusion;
  - b. Exercise their discretion reasonably and in accordance with all applicable policies, Acts and Regulations;
  - c. Consider the operational needs of the Ottawa Police Service;
  - d. Consider the operational needs of the National Capital Region and its Community;
  - e. Undertake activities necessary to ensure that the Ottawa Police Service's business continuity and succession needs are met.



## APPENDIX F

## EQUITABLE WORK ENVIRONMENT POLICY

<i>Ottawa Police Service</i>	<b>EQUITABLE WORK ENVIRONMENT</b>	
	<b>Policy Section: Personnel – Human Resources</b>	
	<b>Policy Owner: Chief Human Resources Officer (CHRO)</b>	
	<b>Policy No: [NEW]</b>	<b>Date of Approval:</b>
<p><b>Purpose:</b> The Ottawa Police Service (OPS) is committed to serving the community and to creating and maintaining an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equality, diversity and inclusion.</p> <p><b>Applicability:</b> This policy and related procedures apply to all OPS employees, including permanent, full-time, part-time, temporary, casual and contract staff, as well as people who work to gain experience or for benefits, such as volunteers, co-op students, interns and apprentices. It also applies to people who are applying for employment with the OPS.</p>		

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## REFERENCES

- *Ontario Human Rights Code, R.S.O. 1990, c. H. 19*
- *Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11*
- *Ontario Police Services Act, R.S.O. 1990, c. P.15*
- *Occupational Health and Safety Act*

## RELATED POLICIES

- Respectful Workplace
- Medical Accommodation

## DEFINITIONS

**Accommodation:** Means the adjustment or modification of the work environment or the method of doing work, in order to address the individual needs of employees, allowing them to actively participate in the workforce.

**Barriers:** Barriers include attitudes and designs that prevent people from making a valuable contribution in employment. Individuals and/or groups can experience discrimination as a result of physical, attitudinal or systemic barriers. Systemic barriers are formal or informal policies, practices or rules which, when applied in the same way to everyone, may have the effect of excluding or restricting the participation of some individuals.

**Duty to Accommodate:** The obligation on an employer to take steps to eliminate the disadvantage caused by physical, attitudinal or systemic barriers that exclude individuals or groups protected under the *Code* from participating in all aspects of employment.

**OPS Employee:** This policy and related procedures apply to all OPS employees, including permanent, full-time, part-time, temporary, casual and contract staff, as well as people who work to gain experience or for benefits, such as volunteers, co-op students, interns and apprentices. It also applies to people who are applying for employment with the OPS.

**Protected Grounds:** The *Code* prohibits discrimination against individuals on the grounds of their race, colour, creed (religion), place or ethnic origin, sex (including pregnancy), age (eighteen years old and over), disability (including mental, physical, developmental or learning disabilities), ancestry, citizenship, sexual orientation, gender identity, gender orientation, marital status (including the status of being married, single, widowed, divorced, separated, or living in a conjugal relationship outside of marriage), or family status (such as being in a parent-child relationship).

**Undue Hardship:** Refers to the extent to which an employer must attempt to accommodate the needs of an employee or job applicant who has demonstrated that accommodation is required on one or more of the grounds protected under the *Code*. The OPS is required to take all reasonable steps to determine if an employee or job applicant can be accommodated. However, if the OPS can show that further efforts to accommodate would create undue hardship for it, then it will have met its legal obligation under the *Code*.

## GENERAL

1. The Ottawa Police Service (OPS) will serve the community and create and maintain an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion.
2. The OPS is committed to providing an environment that is inclusive and that is free of barriers based on age, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex (including pregnancy), gender identity, gender expression, sexual orientation, record of offences, marital status, family status and disability as stipulated in the *Human Rights Code*. The OPS commits to provide accommodation for needs related to the code grounds, unless to do so would cause undue hardship, as defined by the Ontario Human Rights Commission.
3. In order to do this, the OPS will remove barriers that cause discrimination in the employment relationship including hiring and recruitment, designing job responsibilities, competitions, promotions, job placements and training based on the grounds protected under the *Human Rights Code*. The OPS recognizes that, despite these efforts, individuals may nevertheless continue to require individual accommodations.
4. The OPS will support supervisors and managers in adhering to the *Code* requirements. Failure to adhere to the *Code* requirements is considered discrimination.
5. OPS will conduct regular audits and reviews that will enable us to measure the performance of the Equitable Work Environment Policy.
6. The OPS will work cooperatively, and in a spirit of respect, with all partners in the accommodation process. Accommodations and the accommodation process will be provided in accordance with the principles of dignity, individualization and inclusion.
7. The OPS will ensure that when systemic barriers have been identified, it will remove the barriers rather than providing an individual accommodation.

8. This policy applies at all stages and to all aspects of the employment relationship, including, but not limited to, recruitment, selection, competitions, promotions and transfers, and conditions of work such as work location, hours of work, job shares and leaves of absence.

## ROLES AND RESPONSIBILITIES

### A. EMPLOYEES

1. Employees are responsible to:
  - i. Identify needs and initiate requests for accommodation;
  - ii. Provide evidence to support accommodation needs and to support the assessment of accommodation options/solutions; and
  - iii. Participate in good faith in the assessment and implementation of accommodation solutions.

### B. CHAIN OF COMMAND

1. Shall provide accommodation to their employees in an equitable and transparent manner based on operational needs.

### C. RESOURCING AND DEVELOPMENT DIRECTORATE

1. RDD is responsible to:
  - i. Serve as a resource to employees and the chain of command regarding this policy and associated procedures.
  - ii. Facilitate the accommodation process.
2. The Equality, Diversity and Inclusion Office is responsible to:
  - i. Promote an understanding of this policy, through employee empowerment and education.
  - ii. Report regularly to the Ottawa Police Services Board to provide clear and transparent metrics for this policy.

## ASSOCIATED PROCEDURES

- Family Status
- Gender, Gender Identity and Gender Expression
- Job Share
- Leave of Absence
- Maternity, Parental Leave and Accommodation based on Sex (including Pregnancy)

The OPS will ensure that this policy and related procedures are easily accessible and readily available to all OPS employees.

## APPENDIX G

### NEW PROCEDURE FOR PREVENTION OF DISCRIMINATION AND ACCOMMODATION BASED ON FAMILY STATUS

#### **OPS Process and Procedure for Prevention of Discrimination and Accommodation based on Family Status**

**DIRECTORATE: RDD**

**PROCEDURE NO:**

**SECTION OR UNIT RESPONSIBLE:**

**EFFECTIVE DATE:**

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#### **KEY TERMS**

**Accommodation:** Means the adjustment and/or modification of the work environment or the method of doing work, in order to address the individual needs of employees, ensuring that every employee can make a valuable contribution free from barriers and discrimination and throughout their career.

**Barriers:** Barriers include attitudes and designs that prevent people from making a valuable contribution in employment. Individuals and/or groups can experience discrimination as a result of physical, attitudinal or systemic barriers. Systemic barriers are formal or informal policies, practices or rules which, when applied in the same way to everyone, may have the effect of excluding or restricting the participation of some individuals.

**Discrimination based on Family Status:** Any distinction, exclusion or preference based on family status. The Supreme Court of Canada defines discrimination based on family status as any distinction, conduct or action, whether intentional or not, but based on a person's family status, which has the effect of either imposing burdens on an individual or group that are not imposed on others, or withholding or limiting access to opportunities, benefits and advantages available to other employees. Discrimination can also be negative attitudes, stereotypes and bias. Intent to discriminate is not required for there to be discrimination under the *Ontario Human Rights Code*.

**Duty to Accommodate:** The obligation on an employer to take steps to eliminate the disadvantage caused by physical, attitudinal or systemic barriers that exclude individuals or groups protected under the *Code* from participating in all aspects of employment.

**Family Status:** The *Ontario Human Rights Code* defines Family Status in section 10(1) as the status of being in a parent and child relationship. The Ontario Human Rights Commission's broad definition of family to covers the full range of relationships that most families would consider familial including siblings, grandparents, aunts, uncles, nieces and nephews.

**Undue Hardship:** Refers to the extent to which an employer must attempt to accommodate the needs of an employee or job applicant who has demonstrated that accommodation is required on one or more of the grounds protected under the *Code*. The OPS is required to take all reasonable steps to determine if an employee or job applicant can be accommodated. However, if the OPS can show that further efforts to accommodate would create undue hardship, then it will have met its legal obligation under the *Code*.

### **GENERAL**

1. The OPS will serve the community and create and maintain an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their career. The OPS is committed to fostering a work culture that promotes diversity, equality and inclusion.
2. Every employee has the right to equitable employment opportunities and to be free from barriers and discrimination on the basis of Family Status.
3. The OPS will identify and remove barriers that cause discrimination in various aspects of the employment relationship on the *Code* ground of Family Status. The OPS recognizes that, despite these efforts, individuals may nevertheless continue to require individual accommodations.
4. The OPS is committed to ensuring that patterns of behavior, policies and practices that are part of the social or administration of the organization do not have an exclusionary impact on the basis of Family Status or place care givers at a disadvantage in accessing employment and advancement.
5. The OPS will take into account the reality of contemporary family structures when designing policies and structures in order to include employee care giving responsibilities and to ensure that persons identified by Family Status are not disadvantaged or excluded.
6. All Family Status Accommodation requests will be taken seriously. No employee will be penalized for making an accommodation request.
7. Family Status Accommodation will be provided to the point of undue hardship, as defined by the *Ontario Human Rights Code*. A decision on undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.
  - a. Only the Chief of Police can determine that an accommodation will create undue hardship;
  - b. OPS is not required to make changes to workplace policies, rules, practices, and/or operations, or provide accommodation that will result in undue hardship.

### **PROCEDURES AND OTHER TOOLS**

#### **ROLES AND RESPONSIBILITIES**

1. The OPS shall take steps to promote an equitable and adaptable work environment to foster a positive work-life balance. This includes:
  - a. Organizational commitment of continuing support for an inclusive, family-friendly workplace;
  - b. Education and training programs for management and staff on the requirements of the *Code* respecting family status.
2. Family status requests may arise when personal circumstances and/or workplace rules, changes or conditions adversely impact employees or job applicants who have care giving obligations.

3. Once a Family Status Accommodation Plan has been formalized, the chain of command, the employee, and RDD will monitor the success of the plan and promptly address any necessary change. RDD will be kept informed of any ongoing developments.

#### **A. EMPLOYEES**

1. Accommodation requests shall, whenever possible, be made using the Accommodation Request Form and submitted to the employee's supervisor.
2. The Human Rights Tribunal of Ontario set out the steps for determining whether or not there has been discrimination based on family status in the employment context:
  - a. Employees must show a negative impact based on a family need that results in a real disadvantage to the family relationship and the responsibilities that flow from that relationship, and/or to the employee's work.
3. The employee shall provide the necessary information and work cooperatively throughout the Accommodation process. Personal and confidential information and/or documentation can be forwarded directly to RDD.

#### **B. CHAIN OF COMMAND**

1. The supervisor/manager shall determine, in consultation with their chain of command, the feasibility of operationally accommodating within the section.
2. If the requesting employee cannot be operationally accommodated within the section, the request shall be forwarded to RDD.
3. Family Status accommodation requests will be dealt with in an expedited manner. Where necessary, interim accommodation will be provided while long-term solutions are developed.

#### **C. RESOURCING AND DEVELOPMENT DIRECTORATE (RDD)**

1. RDD will review all Accommodation Request Forms and supporting documents submitted.
2. To determine whether the duty to accommodate for Family Status has arisen the RDD will evaluate:
  - a. The nature of the care giving responsibility, and of the conflict between that responsibility and the organization's rules, requirements, standards, processes or other factors;
  - b. The more substantial the care giving responsibility (tending to a medical condition) the more duty there is to accommodate;
  - c. The availability and adequacy of social supports for care giving needs;
  - d. Appropriate accommodation.
3. RDD may require more information related to the Family Status accommodation request, in the following circumstances:
  - a. Where the accommodation request does not clearly indicate a need related to a *Code* ground;
  - b. Where more information on the employee's limitations or restrictions is needed to determine an appropriate accommodation;
  - c. Where there is a demonstrable objective reason to question the legitimacy of the person's request for accommodation.

4. Assessing the alleged impact must be done contextually and may include consideration of other supports available to the applicant;
5. If the duty to accommodate has been established, RDD will assess for systemic barriers based on the following criteria:
  - a. The rule, standard, or condition etc. that is discriminatory was adopted for a purpose or goal that is rationally connected to the function being performed;
  - b. The rule, standard, or condition etc. that is discriminatory was adopted in good faith, in the belief that it is necessary for the fulfillment of a purpose or goal;
  - c. The rule, standard, or condition etc. that is discriminatory is reasonably necessary to accomplish the purpose or goal in the sense that it is impossible to accommodate the claimant without undue hardship.
6. Any costs associated with obtaining expert advice will be borne by OPS.
7. RDD will maintain, in confidence, all information related to:
  - a. The Family Status accommodation request;
  - b. Any documentation provided by the accommodation seeker or by experts;
  - c. Notes from any meetings;
  - d. Any accommodation alternatives explored;
  - e. Any accommodations provided.
8. This information will be maintained in a secure location, separate from the employee's personnel file, and will be shared only with persons who need the information.
9. OPS will maintain the confidentiality of information related to a Family Status accommodation request, and will only disclose this information with the consent of the employee or applicant.
10. Family Status accommodation requests will be dealt with in an expedited manner. Where necessary, interim accommodation will be provided while long-term solutions are developed.
11. RDD, in conjunction with the Chain of Command, the employee and any necessary experts, will work together to develop a Family Status Accommodation Plan for the employee.
12. To ensure accountability, the Family Status Accommodation Plan, when agreed upon, will be signed by the employee, the SOA/OPA and a Chief's Designate. It may include:
  - a. A statement of the Family Status accommodation seeker's relevant limitations and needs, including any needed assessments and information from experts or specialists, bearing in mind the need to maintain the confidentiality of medical reports;
  - b. Arrangements for needed assessments by experts or professionals;
  - c. Identification of the most appropriate accommodation short of undue hardship;
  - d. A statement of annual goals, and specific steps to be taken to meet them;
  - e. Clear timelines for providing the accommodation;
  - f. Criteria for determining the success of the accommodation plan, together with a process for reviewing and re-assessing the accommodation plan as needed.
13. RDD will develop Family Status Accommodation Plans on an individualized basis. Appropriate Family Status Accommodation options may include, but are not limited to:

- a. Job redesign;
  - b. Changes to organizational policies and practices;
  - c. In-person support;
  - d. Employee and Family Assistance Program;
  - e. Temporary or permanent alternative work;
  - f. Changes to performance standards;
  - g. Leaves of absence;
  - h. Job Shares;
  - i. Changes to scheduling or hours of work;
  - j. Changes to location of work;
  - k. Changes to work uniforms.
14. A Family Status accommodation will be provided to the point of undue hardship. If the accommodation is assessed to create undue hardship, RDD will inform the employee, in writing, the reasons for the decision and the objective evidence relied upon. The employee will be informed of their recourse under the Collective Agreement and the *Ontario Human Rights Code*.
15. Where a decision has been made that a Family Status accommodation would cause undue hardship, RDD will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

## **OTHER TOOLS**

Accommodation Request Form

## **REFERENCES**

*Ontario Human Rights Code, R.S.O. 1990, c. H. 19*

Ontario Human Rights Commission Guidelines

## **RELATED POLICIES**

Equitable Work Environment Policy



## APPENDIX H

### NEW PROCEDURE FOR PREVENTION OF DISCRIMINATION AND ACCOMMODATION BASED ON GENDER, GENDER IDENTITY AND GENDER EXPRESSION

#### **OPS Procedure and Process for Prevention of Discrimination and Accommodation based on Gender, Gender Identity and Gender Expression**

**DIRECTORATE: RDD**

**PROCEDURE NO:**

**SECTION OR UNIT RESPONSIBLE:**

**EFFECTIVE DATE:**

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Key Terms  
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#### **KEY TERMS**

**Gender Identity:** Is the gender that a person identifies with or how they perceive themselves, which may be different from their birth-assigned sex. Gender identity is linked to a person's sense of self, and the sense of being male, female, both or neither. Some people's gender identity is neither masculine nor feminine and for others, their gender is fluid rather than fixed on any point along the gender spectrum. A person's gender identity is separate from their sexual orientation. Common gender identities are transsexual, transgender, genderqueer, cisgender, two-spirit and intersex persons, cross-dressers, or other people whose gender identity or expression are, or are seen to be, different from their birth-assigned sex. "Trans" is often used as an umbrella term to describe individuals referenced above. Refer to the Glossary of Terms below.

**Gender Expression:** Refers to the way an individual communicates or expresses their gender identity; often through behaviour and physical appearance, e.g., in the way they dress, the length and style of their hair, whether they wear make-up or by emphasizing, de-emphasizing or changing their physical characteristics.

**Gender Fluidity:** Describes a theory or concept whereby a person can experience their gender not as fixed (as either male or female) but fluctuating on a continuum.

**Birth-assigned sex:** Refers to the sex people are assigned at birth and most likely raised as. This term is used instead of "biological sex".

**Cisgender:** A term used to describe people whose gender identity matches their birth-assigned sex.

**Cross-dresser:** A person who wears clothing that is traditionally or stereotypically worn by the opposite gender in their culture and may vary in how completely they cross-dress, from one article of clothing to complete cross-dressing.

**Drag queen/drag king:** A person who assumes the dress and mannerisms of the opposite sex for performance purposes. A drag queen is usually a man performing as a woman; a drag king is usually a woman performing as a man.

**Gender:** Refers to the socially constructed roles, behaviours, activities, and attributes that society considers appropriate for men and women.

**Gender non-conforming/variant:** Individuals whose expressions of their gender do not conform to the dominant gender norms of masculinity and femininity (e.g. a tomboy).

**Genderqueer:** A term used by some individuals whose gender identity does not conform to a binary understanding of gender limited to the categories of man or woman, male or female.

**Gender questioning:** Someone who is not sure about their gender identity and is thinking about exploring various possibilities. People who are questioning their gender identity might be wondering whether they identify as a male, a female or neither. They might also be experimenting with different gender presentations.

**Gender spectrum:** Goes beyond an understanding of gender as only two rigidly fixed options of male or female and instead encompasses an understanding that gender occurs across a spectrum of possibilities.

**FtM:** An abbreviation for a female-to-male trans person. A person who was assigned female at birth but has a male gender identity. FtM individuals might identify as a transman or man.

**Intersex:** Refers to people whose bodies, reproductive systems, chromosomes and/or hormones are not easily characterized as male or female. This might include a woman with XY chromosomes or a man with ovaries instead of testes. Many intersex people undergo surgery in infancy. Most intersex people identify as either male or female, but not all intersex people identify with the sex they were assigned at birth, and some choose to identify themselves as intersex.

**MtF:** An abbreviation for a male-to-female trans person. A person who was assigned male at birth but has a female gender identity. MtF individuals might identify as a transwoman or woman.

**Sexual Orientation:** Refers to the sex of those to whom one is sexually and romantically attracted. Categories of sexual orientation typically have included attraction to members of one's own sex (gay men or lesbians), attraction to members of the opposite sex (heterosexuals), and attraction to members of both sexes (bisexuals).

**Sex-reassignment surgeries:** Are surgical procedures that change primary sexual characteristics to match an internal sense of gender identity. Not all trans people want surgery, nor do they all want the same set of surgeries, and some may not be in a position to have them.

**Trans:** Is an abbreviation that includes but is not limited to, transgender, transsexual, gender non-conforming, and gender questioning persons. It is an umbrella term used to describe individuals who, to varying degrees, do not conform to what society usually defines as a man or a woman.

**Transgender:** Is frequently used as an umbrella term which includes but is not limited to all people who differ from their birth-assigned gender or the binary gender system, including transsexuals, cross-dressers, genderqueers, two-spirited people, and others. Some transgender people feel they do not exist within one of the two standard gender categories, but rather exist somewhere between, beyond, or outside of those two genders. The term can also be applied to people who live primarily as the gender "opposite" to that which they were assigned at birth.

**Transition:** Is the process of changing sex, including but not limited to changes in gender expression, name and gender pronoun changes, and various medical treatments or procedures. The transition process is not limited to or conditional on any of the preceding examples. There is no checklist or average time for completion and some

people may live their whole lives in a state of transition.

**Transphobia:** Is the fear and/or hatred of trans people. The term calls attention to the ways that trans people are subjected to prejudice, discrimination, harassment and violence.

**Transsexual:** People who were identified at birth as one sex, but who identify themselves differently. They may seek or undergo one or more medical treatments to align their bodies with their internally felt identity, such as hormone therapy, sex-reassignment surgery or other procedures.

**Two-Spirit:** Is an Aboriginal term for gender identities outside of the male-female binary. Two spirited individuals have been revered in many Aboriginal cultures. Today, it is mostly used as a generic term used by some First Nations, Inuit and Métis people to describe, from a cultural perspective, people who are known in non-Aboriginal society as either gay, lesbian, bisexual, intersex or trans.

## **GENERAL**

The Ottawa Police Service (OPS) will serve the community and create and maintain an equitable and adaptive work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equality, diversity and inclusion.

## **PROCEDURES AND OTHER TOOLS**

1. The OPS is committed to gender equity and equality and has therefore committed to:
  - a. Applying Gender Based Analysis when initiating, implementing, and evaluating policies, program and initiatives in order to optimize their impact and effectiveness;
  - b. The ongoing implementation and sustainability of gender mainstreaming as a standard and ongoing function for the OPS.
2. The OPS will ensure that all policies and procedures do not have unintended consequences for gender non-conforming employees.
3. The OPS will refer to an employee by their preferred pronoun.
4. The OPS will maintain an environment free of harassment targeting people because of their gender, gender identity or gender expression.
5. Sexual and gender-based harassment is a form of harassment that can include:
  - a. Gender-related comments about a person's physical characteristics or mannerisms;
  - b. Paternalism based on gender which a person feels undermines his or her self respect or position of responsibility;
  - c. Unwelcome physical contact;
  - d. Suggestive or offensive remarks or innuendoes about members of a specific gender;
  - e. Propositions of physical intimacy;
  - f. Gender-related verbal abuse, threats or taunting;
  - g. Leering or inappropriate staring;
  - h. Bragging about sexual prowess or questions or discussions about sexual activities;

- i. Offensive jokes or comments of a sexual nature about an employee or client;
  - j. Rough and vulgar humour or language related to gender;
  - k. Display of sexually offensive pictures, graffiti or other materials including through electronic means;
  - l. Demands for dates or sexual favours.
6. The OPS prohibits sexual solicitations or advances by any person who is in a position to grant or deny a benefit to the recipient of the solicitation or advance. This includes managers and supervisors, as well as co-workers where one person is in a position to grant or deny a benefit to the other. Reprisals for rejecting such advances or solicitations is not permitted.
7. Accommodation Based on Gender, Gender Identity or Gender Expression:
- a. All OPS employees and job candidates have a right to be treated with respect and dignity, dress in accordance with and be identified and referred to as their self-identified or expressed gender;
  - b. The OPS will facilitate any requests for name and gender changes. Legal name and gender title changes, i.e., "Mr." or "Ms.," can take months or years to process depending on the circumstances. During the processing period every effort should be made to use a new name and gender title for emails, phone directories, corporate identification/access cards, name plates etc. The only exception is where records must match the person's legal name, such as payroll, insurance records, etc;
  - c. The OPS will support transitioning employees during their transition period. An employee who plans on transitioning from one gender to another can notify their chain of command before their transition date, identify their intentions, needs, concerns and any other accommodation clarifications;
  - d. Individuals have a right to use a washroom that corresponds to their expressed gender identity, regardless of their sex assigned at birth. The OPS will consult with the requester and where possible, create and/or offer an accessible gender-neutral washroom;
  - e. Individuals have a right to use a change facility that corresponds to their expressed gender identity, regardless of their sex assigned at birth. Where possible, create and/or offer an accessible gender-neutral change facility. Otherwise, consider each case individually. It is important to note that while other users may have specific privacy expectations that may arise, Trans individuals have legislated protections that the OPS cannot breach. It is also important to consider any personal safety concerns raised by the Trans individual regarding their use of gender specific locker rooms/change facilities.

#### **RELATED POLICIES AND PROCEDURES**

Equitable Work Environment Policy

Respectful Workplace Policy

Uniform & Personal Appearance Policy

Workplace Violence & Harassment Policy

## APPENDIX I

### NEW PROCEDURE FOR MATERNITY, PARENTAL LEAVE AND ACCOMMODATION BASED ON SEX (INCLUDING PREGNANCY)

#### **OPS Process and Procedure for Maternity, Parental Leave and Accommodation based on Sex (including Pregnancy)**

**DIRECTORATE: RDD**

**PROCEDURE NO:**

**SECTION OR UNIT RESPONSIBLE:**

**EFFECTIVE DATE:**

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Key Terms

General

Procedures and Other Tools

- Accommodation based on Sex (including Pregnancy)
- Maternity Leave
- Parental Leave

#### **KEY TERMS**

**For the purpose of this document, sex (including pregnancy) refers to the *Code* ground.**

**Maternity Leave:** Is fifteen weeks (16 weeks when including the one week unpaid waiting period) leave granted to biological expectant mothers surrounding the birth of a child. This leave is in addition to 35 weeks of parental leave which can be shared by both parents or solely by the biological expectant mother.

**One Week unpaid waiting period:** You must serve one unpaid one week waiting period before you can start receiving EI benefits. This waiting period must be served by one of the parents on a new claim.

**OPS Employee:** This policy and related procedures apply to all OPS employees, including permanent, full-time, part-time, temporary, casual and contract staff, as well as people who work to gain experience or for benefits, such as volunteers, co-op students, interns and apprentices. It also applies to people who are applying for employment with the OPS.

**Parental Leave:** Is up to thirty-five weeks (36 weeks if including the one week unpaid waiting period) of leave that may be taken by an employee surrounding the birth or adoption of a child. This leave can be used by one parent or shared by both parents (i.e. if the mother decides to take 20 weeks of parental leave the father would be entitled to 15 weeks of parental leave, with only 10 of those weeks being topped up by OPS). If both parents are employed by OPS, the other parent is also entitled to 10 weeks of top up within the same time frame.

**Prediction Chart:** Is an excel spreadsheet drafted from the data taken from the submitted Maternity and Parental Leave Form which includes the start and return date of the maternity/parental leave. It shows the number of

weeks the employee will be off as well as if they have opted for continuation of benefits during their leave. The prediction chart is emailed from Workforce Management to the employee once the Maternity and Parental Leave Form has been completed and sent to Workforce Management.

**Pregnancy:** Includes the process from conception up to the period following childbirth.

**Sex:** Refers to the biological, physiological and anatomical features that people are born with.

**Top up time:** Is a benefit through the Ottawa Police Service that entitles permanent employees who go on maternity/parental leave to be “topped up” on their salary once receiving Employment Insurance benefits. Employment Insurance entitles you to 55% of your salary up to a maximum benefit as defined on the Service Canada website for Employment Insurance Benefits and the OPS tops up an additional 38% so that the EI payment and OPS payment totals 93% of your salary. Employees going on maternity and parental leave combined are entitled to 25 weeks of top up time and employees who go on just parental leave are entitled to 10 weeks of top up time.

## **GENERAL**

1. The OPS will serve the community and create and maintain an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their career. The OPS is committed to fostering a work culture that promotes diversity, equality and inclusion.
2. The OPS recognizes that child-bearing benefits society as a whole and thus employees should not be disadvantaged. Every employee has the right to equitable employment opportunities and to be free from barriers and discrimination on the basis of sex (including pregnancy), maternity and parental leave.
3. The OPS will identify and remove barriers that cause discrimination in various aspects of the employment relationship on the *Code* ground of sex (including pregnancy). The OPS recognizes that, despite these efforts, individuals may nevertheless continue to require individual accommodations.
4. The OPS is committed to ensuring that patterns of behavior, policies and practices that are part of the social or administration of the organization do not have an exclusionary impact on the basis of sex (including pregnancy).
5. All sex (including pregnancy) accommodation requests will be taken seriously. No employee will be penalized for making an accommodation request.
6. Sex (including pregnancy) accommodations will be provided to the point of undue hardship, as defined by the *Ontario Human Rights Code*. A decision on undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.
  - a. Only the Chief of Police can determine that an accommodation will create undue hardship.
  - b. OPS is not required to make changes to workplace policies, rules, practices, and/or operations, or provide accommodation that will result in undue hardship.
7. During an employment interview, it is illegal for an employer to ask if an employee is pregnant, has a family, or plans to have a family. It is also illegal to refuse to hire or select, fire, demote or lay off an employee because they are, were, or may become pregnant.
8. Employees have an equal right to opportunities and promotions at work while they are pregnant and on maternity/parental leave.

9. Employees have the right to accommodation for pregnancy-related needs. Pregnancy-related needs and circumstances are also included within the definition of pregnancy. Pregnancy-related needs can relate to circumstances arising from:
  - a. miscarriage or stillbirth;
  - b. abortion;
  - c. conditions which result directly or indirectly from an abortion/miscarriage or stillbirth;
  - d. fertility treatments/ other interventions to get pregnant;
  - e. medical complications resulting from pregnancy;
  - f. recovery from childbirth;
  - g. breastfeeding.

## **PROCEDURES AND OTHER TOOLS**

### **ACCOMMODATION BASED ON SEX (INCLUDING PREGNANCY)**

#### **ROLES AND RESPONSIBILITIES**

1. The OPS shall take steps to promote an equitable and adaptive work environment to foster a positive work-life culture. This includes:
  - a. Organizational commitment to continuing support for an inclusive, family-friendly workplace;
  - b. Education and training programs for management and staff on the requirements of the *Code* respecting sex (including pregnancy).
2. Accommodation requests with respect to sex (including pregnancy) may arise when personal circumstances and/or workplace rules, changes, or conditions adversely impact employees or job applicants who are pregnant.
3. Pregnancy-related accommodation requests may arise as a result of the normal and natural physical changes that result from any pregnancy (e.g. a reduction in the ability to stand for lengthy periods), or may be linked to less common circumstances (e.g. medical complications from pregnancy).
4. OPS employees who have accommodation needs due to the normal and natural physical changes that result from any pregnancy (e.g. the need for more frequent washroom breaks or the need to attend regular medical appointments) should not be required to provide supporting documentation for their accommodation request. Similarly, breastfeeding women should not be required to provide medical documentation to substantiate the need to breastfeed their child.
5. OPS will make every reasonable effort to avoid assigning pregnant employees to units in which they may be exposed to toxic and/or harmful substances or where there is an increased likelihood of suffering trauma.

#### **A. EMPLOYEES**

1. Accommodation requests shall, whenever possible, be made using the Accommodation Request Form and submitted to the employee's supervisor. The accommodation request shall indicate:
  - a. The *Code* ground the accommodation is being requested on;

- b. The reason accommodation is required, including enough information to confirm the existence of a need for accommodation;
  - c. The specific needs related to the Code ground that are required to be met by accommodation;
  - d. The efforts that the employee has made to explore alternatives to address their family status related needs.
- 2. Requests for accommodation shall be made to an OPS employee's chain of command.
- 3. Requests for a medical accommodation as a result of pregnancy shall be made directly to Health, Safety & Lifestyles (HSL).
- 4. Test for discrimination requires an employee to establish:
  - a. That they are a employee of a protected group;
  - b. That they have experienced adverse treatment;
  - c. That the ground of discrimination was a factor in the adverse treatment.
- 5. The Human Rights Tribunal of Ontario set out the steps for determining whether or not there has been discrimination based on sex (including pregnancy) in the employment context:
  - a. Employees must show a negative impact based on a family need that results in a real disadvantage to the family relationship and the responsibilities that flow from that relationship, and/or to the employee's work.
- 6. The employee shall provide the necessary information and work cooperatively throughout the Accommodation process. Personal and confidential information and/or documentation can be forwarded directly to HSL.

## **B. CHAIN OF COMMAND**

- 1. The supervisor/manager shall determine, in consultation with their chain of command, the feasibility of operationally accommodating within the section.
- 2. If the requesting employee cannot be operationally accommodated within the section, the request shall be forwarded to HSL.
- 3. Pregnancy-related accommodation requests will be dealt with in an expedited manner. Where necessary, interim accommodation will be provided while other solutions are developed.

## **C. RESOURCING AND DEVELOPMENT DIRECTORATE**

- 1. HSL will review all Accommodation Request Forms and supporting documents submitted.
- 2. If the duty to accommodate has been established, RDD will assess for systemic barriers based on the following criteria:
  - a. The rule, standard, or condition etc. that is discriminatory was adopted for a purpose or goal that is rationally connected to the function being performed;
  - b. The rule, standard, or condition etc. that is discriminatory was adopted in good faith, in the belief that it is necessary for the fulfillment of a purpose or goal;



- c. The rule, standard, or condition etc. that is discriminatory is reasonably necessary to accomplish the purpose or goal in the sense that it is impossible to accommodate the claimant without undue hardship.
- 3. RDD will maintain, in confidence, all information related to:
  - a. The accommodation request;
  - b. Any documentation provided by the accommodation seeker or by experts;
  - c. Notes from any meetings;
  - d. Any accommodation alternatives explored;
  - e. Any accommodations provided.
- 4. This information will be maintained in a secure location, separate from the employee's personnel file, and will be shared only with persons who require the information.
- 5. OPS will maintain the confidentiality of information related to a pregnancy-related accommodation request, and will only disclose this information with the consent of the employee or applicant.
- 6. Pregnancy-related accommodation requests will be dealt with in an expedited manner. Where necessary, interim accommodation will be provided while other solutions are developed.
- 7. RDD, in conjunction with the chain of command, the employee and any necessary experts, will work together to develop a temporary accommodation for the employee. This could include, but is not limited to:
  - a. shift changes;
  - b. flexible hours;
  - c. providing private space for breastfeeding;
  - d. job-sharing or task-sharing arrangements;
  - e. modified job duties (including light duties);
  - f. exploring part-time work options;
  - g. assignment to an alternate job;
  - h. alterations to uniforms;
  - i. time off for pregnancy-related medical appointments including treatment for infertility - consistent with existing leave provisions;
  - j. leave or a leave extension consistent with existing leave provisions;
  - k. exploring alternate commuting options.

## **MATERNITY LEAVE**

The OPS recognizes the rights of employees to take maternity leave. The OPS follows the guidelines governed by the *Employment Standards Act*, the *Police Services Act* and Service Canada. These provisions for maternity leave apply to all female employees of the Ottawa Police Service pursuant to the terms of the applicable Collective Agreement.

## **ROLES AND RESPONSIBILITIES**

The OPS shall take steps to promote an equitable and adaptive work environment to foster a positive work-life culture. This includes the organizational commitment to continuing support for an inclusive, family-friendly workplace.

#### **A. EMPLOYEES**

1. Notify their supervisor of their maternity leave no less than three (3) months prior to the expected date.
2. Fill out the electronic Maternity and Parental Leave Form located on the intranet under “Forms” and email it to their immediate Supervisor for electronic signature.
3. Notify HSL with any medical updates.
4. Notify HSL as well as Financial Operations for attendance if the employee requires early leave due to health reasons.
5. Create an online account with Service Canada for Employment Insurance purposes to coincide with the electronic submission of the Record of Employment sent by City Payroll.
6. Notify the City of Ottawa Payroll Analyst once the employee has received their Employment Insurance payment information from their Service Canada online EI Account in order for the “top up payments” to be processed.
7. Notify WFM and their Supervisor at least one (1) month before their return to work date if they plan to return to work early.

#### **B. CHAIN OF COMMAND**

1. Sign the electronic Maternity and Parental Leave Form and ensuring they keep a copy for their own records. The original is sent electronically to the Workforce Management email box for processing.
2. Notify the chain of command, up to the Superintendent and the Staffing Officer, of any maternity leaves in order to manage staffing levels.

#### **C. RESOURCING AND DEVELOPMENT DIRECTORATE**

1. Once the Workforce Management Specialist receives the submitted Maternity and Parental Leave Form from the Workforce Management email box, a prediction date chart will be drafted indicating the dates provided from the form. This prediction chart will be sent to Financial Operations.
2. Send email to the employee to include the prediction chart as well as hyperlinks to provide additional information regarding maternity leaves.
3. The Workforce Management Specialist will enter the maternity leave action and absence in the HRIS system during the affected pay week.
4. The Workforce Management Specialist will send the Maternity and Parental Leave Form to City Payroll and OPS Parking.

#### **D. FINANCIAL OPERATIONS**

1. The TAS Coordinator will enter the maternity leave dates requested by the employee, in the TAS system and prorate time banks as required.
2. The TAS Coordinator will process any approved annual leave time requested prior to or after the maternity leave.
3. The TAS Coordinator will process any sick leave time required prior to the maternity leave.

#### **E. CITY OF OTTAWA PAYROLL BRANCH**

1. Communicate with the employee to provide “Request for Pregnancy/Parental Top Up” form.
2. Provide Record of Employment to Service Canada.
3. Process top-up payments to employees.
4. Deduct any amounts owing for benefits coverage, from the amount of the first top-up.

#### **PARENTAL LEAVE**

The OPS recognizes the rights of employees to take parental leave. The OPS follows the guidelines governed by the *Employment Standards Act*, the *Police Services Act* and Service Canada. These provisions for parental leave apply to all employees of the Ottawa Police Service pursuant to the terms of the applicable Collective Agreement.

#### **ROLES AND RESPONSIBILITIES**

The OPS shall take steps to promote an equitable and adaptive work environment to foster a positive work-life culture. This includes the organizational commitment to continuing support for an inclusive, family-friendly workplace.

#### **A. Employees**

1. Notify their supervisor of their parental leave no less than three months prior to their leave date.
2. Fill out the electronic Maternity and Parental Leave Form located on the intranet under “Forms” and email it to their immediate Supervisor for electronic signature.
3. Provide WFM with proof of birth before the parental leave commences.
4. Create an online account with Service Canada for Employment Insurance purposes to coincide with the electronic submission of the Record of Employment sent by City Payroll Branch.
5. Notify the City of Ottawa Payroll Analyst once they have received their Employment Insurance payment information from their Service Canada online EI Account in order for the “top up payments” to be processed.
6. Notify WFM and their Supervisor at least one (1) month before their return to work date if they plan to return to work early.

7. With the exception of annual leave selected in the leave draw, approval of requests for other types of leave to be taken in conjunction with parental leave will be at the discretion of the chain of command.
8. Complete, sign and submit a Maternity and Parental Leave Form to their chain of command no less than 3 months prior to the requested start date of the parental leave.

**Sworn Employees Requesting Parental Leave During the Summer Period:**

1. The summer period starts on the Monday of the last full week of June and ends following the Friday of the first full week of September.
2. All requests for parental leave during the summer period will be approved if the employee can demonstrate that the start of their parental leave will coincide with:
  - a. The child's birth;
  - b. The end date of their spouse's maternity/parental leave
    - i. Employees may overlap the start of their parental leave with the end of their spouse's maternity/parental leave by up to 2 weeks; or the date of the child's birth.
3. Subject to operational requirements during the summer period, the OPS will make reasonable efforts to approve the requested dates of parental leave for employees who cannot demonstrate that the start of their parental leave will coincide with the end date of their spouse's maternity/parental leave or with the date of the child's birth.
4. Where operational requirements do not permit approval of the requested parental leave dates, management will approve the employee's next most preferred dates that do not compromise operational requirements.
5. Management will ensure that the employee will be granted parental leave at some point during the 52-week period starting with the birth date of the child and ending when the child turns one year old; and if the employee so wishes, the employee will be granted at least 2 weeks of parental leave during the summer period (where applicable this includes any overlap with a spouse's maternity/parental leave of up to 2 weeks).
6. When operational requirements limit the number of parental leaves that can be approved during the same time period, priority will be given to employees who already have parental leave approved for the time period. Management will make reasonable efforts to avoid requiring an employee to reschedule parental leave which has already been approved.
7. In extenuating circumstances for employees who cannot demonstrate that the start of their parental leave will coincide with the end date of their spouse's maternity/parental leave or with the actual/expected date of the child's birth, special consideration may be given by the Chief or designate to approve the requested dates of parental leave during the summer period.
8. The employee may be requested to provide additional satisfactory written confirmation of date of the child's birth and the start and end date of their spouse's maternity/parental leave of absence.
9. In the event of extenuating circumstances where special consideration is being requested, the employee must complete, sign and submit a Maternity and Parental Leave Form no less than 2 weeks prior to the requested start date of the parental leave. In addition to the above noted information, the Maternity and Parental Leave Form must also include details of the extenuating circumstances.

**B. CHAIN OF COMMAND**

1. Supervisors are responsible for signing the electronic Maternity and Parental Leave Form and ensuring they keep a copy for their own records. The original is sent electronically to the Workforce Management email box for processing.
2. Supervisors are responsible for notifying the chain of command up to the Superintendent and the Staffing Officer of any parental leaves in order to manage staffing levels.
3. If an employee wishes to take parental leave during the summer months, the Inspector will evaluate the impact to operations and either approve or request a different time period be used for the parental leave. If approved an electronic signature is required on the Maternity and Parental Leave Form.

#### **C. RESOURCING & DEVELOPMENT DIRECTORATE**

1. Once the Workforce Management Specialist receives the submitted Maternity and Parental Leave Form from the Workforce Management email box a prediction date chart will be drafted indicating the dates provided from the form. This prediction chart will be sent to the TAS Coordinator for processing in TAS.
2. An email will be sent to the employee to include the prediction chart as well as hyperlinks to provide additional information regarding parental leaves.
3. The Workforce Management Specialist will enter the parental leave action and absence in the HRIS system during the affected pay week.
4. The Workforce Management Specialist will send the Maternity and Parental Leave Form to City Payroll and OPS Parking.

#### **D. FINANCIAL OPERATIONS**

1. The TAS Coordinator will enter the parental leave dates requested by the employee, in the TAS system and prorate time banks as required.
2. The TAS Coordinator will process any approved annual leave time requested prior to or after the parental leave.

#### **E. CITY OF OTTAWA PAYROLL BRANCH**

1. Communicate with the employee to provide "Request for Maternity/Parental Top Up" form.
2. Provide Record of Employment to Service Canada
3. Process top-up payments to employees.
4. Deduct any amounts owing for benefits coverage, from the amount of the first top-up.

## APPENDIX J

### AMENDED PROCEDURE FOR JOB SHARES

#### **OPS Procedure Job Share**

##### **DIRECTORATE: RDD**

##### **PROCEDURE NO:**

##### **SECTION OR UNIT RESPONSIBLE:**

##### **EFFECTIVE DATE:**

##### **TABLE OF CONTENTS**

Key Terms  
General  
Roles and Responsibilities  
References  
Related Policies

##### **Key Terms**

**Job Share:** Used when two employees (sworn or civilian) share one position, each working a percentage of the total hours required for the position. Working schedules vary according to their individual agreements. The position shared will be the substantive position of one of the job share partners and the other partner will continue to own their substantive and hold a temporary job share position.

##### **General**

1. The OPS is committed to serving the community and will create and maintain an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from barriers and discrimination, throughout their career. The OPS is committed to fostering a work culture that promotes diversity, equality and inclusion.
2. This procedure is intended to provide clarity and consistency across the organization with respect to the entitlements and obligations of civilian and sworn members while on a job share.
3. A job share may be requested by an employee for a variety of reasons (i.e. education, family commitments, lifestyle, etc.). Employees in a job share position shall be eligible for all entitlements and benefits contained in the Collective Agreement.
4. As a result of working a job share, an employee's pay, allowances and hours would be prorated. An employee continues to accrue both service and seniority when working a job share.
5. For the duration of the job share agreement, the employee's annual vacation entitlement shall be prorated based on hours worked. An employee working a job share shall be paid overtime when their authorized hours worked exceed their regularly scheduled hours.

6. An employee on a job share will make contributions to OMERS on the basis of their salary received and will be credited with pensionable service according to their time worked.
7. The OPS will accommodate members by providing job share opportunities to the point of undue hardship.
8. Sworn employees must have completed their probationary period in order to request a job share. Civilian employees must have completed one full year in order to request a job share.
9. Job shares will be awarded on an annual basis.

### **Roles and Responsibilities**

#### **Employees**

1. Employee is encouraged to find a job share partner however if unsuccessful, RDD may assist in the process.
2. Notify their supervisor of their request for a job share and electronically fill out the *Job Share Request Form* located on the intranet.
3. Electronically sign and email the form to their supervisor to start the approval process.

#### **Chain of Command**

1. Review the staffing levels of their section and the impact the job share will have for the duration of the agreement and whether operationally the job share is operationally feasible.
2. If approved operationally, the chain of command is responsible for electronically signing and emailing the form for further approval.
3. If the request is denied, the chain of command will provide a rationale to the member explaining the operation reasons why the job share cannot be provided.
4. The chain of command will monitor, evaluate and amend the job share terms as required.

#### **Executive Assistant to the Chief**

1. The Executive Assistant will forward the approved documentation to the Workforce Management Specialist as authorization for drafting the job share agreement.

#### **Resourcing and Development Directorate**

1. The Workforce Management Specialist will prepare the job agreement and send to Executive Services for final review and signature.
2. The Workforce Management Specialist will notify the two members of the job share of the finalized job share agreement. Once the agreement is signed by both members, the final agreement will be sent to the parties of the job share, the Ottawa Police Association, the Directorate involved and the employee files.
3. The Workforce Management Specialist will enter the job share actions in the HRIS system during the affected pay week.

## APPENDIX K

### NEW PROCEDURE AND PROCESS FOR LEAVE OF ABSENCE WITHOUT PAY

#### **OPS Procedure Leave of Absence Without Pay**

**DIRECTORATE: RDD**

**PROCEDURE NO:**

**SECTION OR UNIT RESPONSIBLE:**

**EFFECTIVE DATE:**

#### **TABLE OF CONTENTS**

Key Terms  
General  
Roles and Responsibilities  
References  
Related Policies

#### **Key Terms**

**Leave of Absence Without Pay:** An approved absence from work without pay for a specified period of time with a minimum of one month up to five years.

#### **GENERAL**

1. The OPS will serve the community and create and maintain an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their career. The OPS is committed to fostering a work culture that promotes diversity, equality and inclusion.
2. The Leave of Absence without Pay Policy will provide a mechanism through which consistency is provided across the organization with respect to the treatment of civilian and sworn members while on a leave of absence without pay.
3. All leave of absence requests are subject to the approval of the Chief of Police and the operational requirements of the organization.
4. A leave of absence without pay can be taken for a minimum of one (1) month and shall not exceed a total of five (5) years during a member's total period of employment with the OPS.
5. No minimum time of employment with the OPS is required to apply for a leave of absence without pay however recruit constables must complete their probationary period prior to applying for a leave of absence without pay.
6. During a leave of absence without pay all of the member's annual leave, sick leave, leave for statutory holidays, compassionate leave, and seniority shall be suspended and time spent on leave will not be counted



for pay increments, nor will it be counted towards service time. While on a Family Status-related leave of absence, the member's seniority will continue to accrue.

7. Member's health and welfare benefits, specifically group insurance, Extended Health Care, Dental Coverage and if applicable, Optional Life Insurance, will be cancelled through the Ottawa Police Service. If members wish to continue their benefits they will need to make arrangements through the Ottawa Police Association to ensure premiums are paid prior to their departure.
8. Subject to OMERS regulations and administrative requirements members may have the option of purchasing, in whole or in part, this period of leave of absence. It is the member's responsibility to ensure that they are aware of their options for buy back prior to commencing leave. Upon a member's return from leave they may access the OMERS website and register with "My OMERS" for buy back information.
9. The Ottawa Police Service's guidelines for off duty secondary activities, as outlined in its Secondary Activities Policy, apply during a leave of absence without pay.
10. The Police Services Act also applies to OPS employees during a leave of absence without pay.

## **ROLES AND RESPONSIBILITIES**

### **A. MEMBER**

1. Members must contact the Court Case Management Group to ensure that any court commitments have been addressed prior to making the request for leave.
2. To initiate the approval process, members shall:
  - a. Notify their supervisor of their request for leave of absence without pay.
  - b. Fill out and email the "Leave Request Form", located on the intranet, to their supervisor at least two (2) months prior to the desired start date for the leave of absence. If in the circumstance that two (2) months notice is not feasible, special circumstances may be considered under the discretion of the Chief of Police.
  - c. If the purpose of the leave is for alternative employment, the rationale should state the nature of the employment, the name, and address of the employer as well as the responsibilities the member will be fulfilling during the employment.
3. A minimum of two (2) months notice is required if a member who has proceeded on a leave of absence wishes to change their return-to-work date. If in the circumstance that two (2) months notice is not feasible for extending the leave of absence, special circumstances may be considered under the discretion of the Chief of Police. Approval of an early return-to-work is conditional on whether or not the change results in additional costs to the employer.
4. For Civilian Personnel, members will return to their substantive position at the same pay and benefit levels they were receiving before they left. Any negotiated changes to benefits and pay will come into effect on the date of return.
5. Under the discretion of their supervisor, Civilian members may be required to update their training and/or qualifications prior to return to work.
6. For Sworn members, if a leave of absence is greater than one (1) year, it is understood that they will vacate the substantive position to which they are currently assigned. Upon their return from leave they

will be assigned to a substantive position based on operational and staffing needs and in accordance with current Sworn Staffing Transfer policies.

7. Constables and Sergeants on a leave of absence without pay may not engage in an application process for a fixed term position and will have their name removed from all Selection Pools with the exception of family status-related leaves.
8. Civilian members on a leave of absence without pay may engage in an application process for a civilian competition.
9. When a Sworn member is approved for a leave of absence, it is the member's responsibility to ensure that their Use of Force options are returned to PDC for storage prior to commencing their leave of absence.
10. Upon return from a leave of absence, Sworn members will have three (3) months to successfully complete their Use of Force, Police Vehicle Operation, RMS and/or laptop training and any other training deemed necessary by the Ottawa Police Services. Use of Force Training will need to be completed prior to returning to Duty unless the leave is less than 12 months and the Member has not expired during their Leave. Failure to successfully complete required training, for any reason, within the time frame above may affect the Service's ability to return the member to a Sworn position within the Ottawa Police Service.
11. Members shall ensure all banking, personal email and mailing information is updated through Workforce Management.

## **B. SUPERVISORS**

1. Supervisors are required to provide an environment that is inclusive and that is free of barriers based on the human rights grounds for discrimination.
2. Supervisors are required to review staffing levels of their section and the impact the leave of absence without pay will have for the duration of the leave to determine whether the leave is feasible operationally.
3. Supervisors are responsible for electronically approving or denying the leave and emailing the form to the Inspector/Director level for further approval.
4. Supervisors are responsible for ensuring the member return all necessary items to OPS including ID/building access card, parking pass, office keys, electronic devices (laptop, phone/pager, e-token, electronic notebook), police duty books/notebooks and general occurrence files.

## **C. INSPECTORS**

1. Inspectors are required to provide an environment that is inclusive and that is free of barriers based on the human rights grounds for discrimination.
2. Inspectors are responsible to review the request and electronically approve or deny the leave of absence without pay.

## **D. SUPERINTENDENTS**

1. Superintendents are required to provide an environment that is inclusive and that is free of barriers based on the human rights grounds for discrimination.

2. Superintendants are required to review the request and electronically approve or deny the leave of absence without pay.

#### **E. DEPUTY CHIEF**

1. The Deputy Chief is required to provide an environment that is inclusive and that is free of barriers based on the human rights grounds for discrimination.
2. The Deputy Chief is required to review the request and electronically approve or deny the leave of absence without pay.

#### **F. CHIEF**

1. The Chief of Police is required to provide an environment that is inclusive and that is free of barriers based on the human rights grounds for discrimination.
2. The Chief of Police is responsible to review the leave of absence without pay request will all approvals in place and make the final decision to approve or deny the leave of absence without pay.

#### **G. EXECUTIVE ASSISTANT TO THE CHIEF**

1. The Executive Assistant to the Chief is responsible to forward the approved documentation, via email from the Chief to Workforce Management, as authorization for drafting the leave of absence without pay agreement.

#### **H. WORKFORCE MANAGEMENT**

1. WFM receives the approval documents for the leave of absence without pay and drafts a Leave of Absence Agreement.
2. WFM sends the draft agreement via email to the Executive Assistant to the Chief for final review and signature from the Chief.
3. WFM notifies the member that the agreement is signed and ready for signature. Once the agreement is signed by the member, copies of the agreement will be sent to the Ottawa Police Association, the Directorate involved, City Payroll and their employee file.
4. WFM then enters the leave of absence without pay action in the HRIS system during the affected pay week and updates the Absence panel.

#### **REFERENCES**

- Collective Agreement between the OPS Board and Ottawa Police Association, and the OPS Senior Officers' Association
- *Ontario Human Rights Code*

#### **RELATED POLICIES**

- Performance Management
- Secondary Activities
- Sworn Staffing- Transfer

- Family Status
- Human Rights Accommodation

## APPENDIX L

## OPS TRAINING CURRICULUM GLOBAL AFFAIRS CANADA

# CURRICULUM OUTLINE –

## GENDER-BASED ANALYSIS *PLUS* WITHIN THE OTTAWA POLICE SERVICES

The following is an outline of a training programme to be designed by the Centre for Intercultural Learning (CIL), Global Affairs Canada for the Ottawa Police Services (OPS). The training programme is intended to help OPS integrate *Gender Based Analysis plus*<sup>8</sup> (GBA+) into its planning, policy, programmes, and everyday operations. The focus on GBA+ will be augmented and contextualised by also including components on personal bias and human rights (centred on new OPS policies).

The proposed GBA+ training programme will be developed in three parts:

- A core online training for all OPS employees
- A 1-day in-class GBA+ course for select strategic staff (e.g. supervisors, policy performance staff, human resources personnel, etc.)
- A 2-day Training-of-Trainers (ToT) course for Professional Development Staff

Accompanying this suite of courses will be a manual covering the core content.

## ABOUT THE CENTRE FOR INTERCULTURAL LEARNING

The Centre for Intercultural Learning (CIL) has been preparing Canadians for international assignments since 1969. The Centre is part of Global Affairs Canada (GAC), and is one of three training centres within the internationally acclaimed Canadian Foreign Service Institute (CFSI). The mandate of the Centre is to help organizations and individuals develop the intercultural competencies essential for international and domestic success. The Centre provides a range of training and workshops, online learning and information products. The Centre has the demonstrated capacity to deliver all services in both official languages (other languages available upon request) across Canada and internationally.

### Gender Training and the Centre

The Centre has been called upon by many client and stakeholder groups to conduct training in Gender-Based Analysis as well as contribute to organizational strategies for GBA+.

---

<sup>8</sup> “Gender Based Analysis plus is an analytical tool used to assess the potential impacts of policies, programs, services, and other initiatives on diverse groups of women and men, taking into account gender and other identity factors. The “plus” in the name highlights that GBA+ goes beyond gender, and includes the examination of a range of other intersecting identity factors (such as age, education, language, geography, culture and income).”  
<http://www.swc-cfc.gc.ca/gba-acsi/index-en.html#what>

In 2008, the Centre was commissioned to design a two-day course *entitled Advancing Equality Between Women and Men: Strengthening Project/Program Design and Operational Capacity for Canadian NGOs (AEWM)*, on behalf of the then Canadian International Development Agency (CIDA). The course was composed of three modules covering an introduction to equality between women and men, participatory gender analysis and frameworks for integration of gender equality into projects and programs.

The Centre has contributed in building GBA+ capacity in other ways. In 2014 they collaborated with the Government of Alberta (GoA) to deliver training to employees related to the implementation of GBA in government programs and public policy development. A blended learning approach that combined the SWC online GBA+ course along with classroom-based applied learning was successfully employed to deliver GBA training to over 170 GoA employees.

In February 2016 CIL collaborated with Status of Women Canada (SWC) and other government departments (OGDs) to provide sector-specific GBA training to science-, economic- and research-based federal departments. Similarly, CIL designed and delivered GBA training to security sector OGDs in February 2017.

In the autumn of 2016, CIL collaborated with the Ville de Gatineau to develop and deliver intercultural effectiveness training, with a prominent focus on bias, for both police and civilian staff.

## COURSE OUTLINE

### CORE ONLINE COURSE

Target Audience: All OPS Employees

Objectives:

1. Learners will understand the fundamentals of GBA+ within the context of policing.
2. Learners will understand the concept of bias and be able to identify its potential effects on policing.
3. Learners will understand OPS policies relating to human rights.

The online course will be designed so that all OPS staff have an opportunity to learn about GBA+, bias, and Human Rights policies as they relate to the context of policing. The course will be structured to allow learners to progress at their own pace, and to demonstrate that they understand the concepts presented. Such concepts covered in the course include

- GBA+:
  - What is gender?
  - What is intersectionality?
  - How does GBA+ allow for better service delivery?
- Bias
  - What is bias?
  - The role of assumptions in decision making
  - Strategies for overcoming bias

- OPS policies
  - What are the policies on “Gender”, “Parental Leave”, “Family Status”, and “Equitable Work Environment”?
  - The impact of above policies on OPS everyday operations.

## 1-DAY GBA+ IN-CLASS COURSE

Target Audience: Supervisors & Managers, HR staff, policy performance and analytics staff, policy staff etc.

### Objectives:

- Learners will explore how to incorporate GBA+ into their day to day work.
- Learners will explain how to establish ongoing monitoring of effectiveness for GBA+ and OPS Human Rights policies.
- Learners will be able to explain how to incorporate understandings of bias into policy and program work and evaluation.

This full-day in-class course is intended to give supervisors, managers and other strategically-selected staff an opportunity to explore the online course content further, and to focus on its immediate applicability in day-to-day operations.

### PROVISIONAL DRAFT AGENDA

Time	Topic
<b>Morning</b>	What makes us who we are? <i>Understanding Gender &amp; Intersectionality</i>
	How does who we are shape how we see others? <i>Understanding the role of bias in action</i>
<b>Afternoon</b>	Beyond bias <i>Developing the GBA+ bias</i>
	Operationalising OPS Human Rights policy



## 2-DAY TRAINING OF TRAINERS COURSE

Target Audience: Professional Development staff, HR staff

**Objective:** Learners will strengthen instructional skills and deepen their understanding of GBA+, bias and OPS Human Rights policies in order to fulfil future organisational training requirements related to these domains.

This course is designed to establish internal capacity within the OPS for delivering GBA+ courses to staff. As a secondary objective, it is also an opportunity to enhance training skills more generally with the OPS professional development staff.

### PROVISIONAL DRAFT AGENDA

#### Day 1

Time	Topic
<b>Morning</b>	Bias in the learning process
	Building Shared Understanding and Commitment in the Classroom <ul style="list-style-type: none"> <li>• Conflict Management</li> <li>• Creating Dialogues</li> </ul>
<b>Afternoon</b>	Facilitation of Learning to Achieve Results <ul style="list-style-type: none"> <li>• Overview of the Learning Design Model</li> <li>• Tips and Guidelines for Using the Learning Design Model</li> <li>• Distinguishing Between Reflection and Evaluation</li> <li>• Coaching Tips</li> <li>• A Dynamic Model of Cultural Learning</li> </ul>

#### Day 2

Time	Topic
<b>Morning</b>	Authenticity in the Classroom – Building training around lived professional experience
<b>Afternoon</b>	Monitoring progress, learning and making adjustments Program/Project Self-Monitoring and Lessons Learned Tool <ul style="list-style-type: none"> <li>• Multi-Stakeholder Change Process</li> <li>• Feedback on a Workshop and Sample Evaluation Forms</li> <li>• Radar Chart Evaluation Tool</li> </ul>
	GBA+ of the learning environment

## APPENDIX M

### INDEPENDENT AND COMPARATIVE GENDER AUDIT OF SELECT OPS WRITTEN DATA SOURCES



# OTTAWA POLICE SERVICE SERVICE DE POLICE D'OTTAWA

*A Trusted Partner in Community Safety*  
*Un partenaire fiable de la sécurité communautaire*

## **Independent and Comparative Gender Audit of Select OPS Written Data Sources**

**Human Resource Rights Project, Phase 3**


Prepared by

**Carina Fiedeldey-Van Dijk, PhD**



**Final  
March 2017**

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## **Acknowledgement**

"I'm willing to be seen.

I'm willing to speak up.

I'm willing to keep going.

I'm willing to listen to what others have to say.

I'm willing to go to bed each night at peace with myself.

I'm willing to be my biggest bestest most powerful self."

— *Emma Watson*

THANK YOU to the OPS **Gender Audit Team** who worked tirelessly during Phase 3 of this project to revise existing and create new OPS policies, procedures and processes as a means to help ensure OPS workforce practices reflecting gender equality. This team consisted of several sworn and civilian OPS employees and external consultants/advisors well versed in gender equality, led by the Human Resources Department of the OPS.

## **Legal Disclaimer**

The information reported here is intended as a guide only. It is not a substitute for legal advice on any of the issues raised in the report.



## 1. Introduction and Background

“In the nineteenth century, the central moral challenge was slavery. In the twentieth century, it was the battle against totalitarianism. We believe that in this century the paramount moral challenge will be the struggle for gender equality around the world.”

— *Nicholas D. Kristof*

On August 16, 2012, a human rights application was filed with the Human Rights Tribunal of Ontario (HRTO) by a sworn female OPS officer against the OPS Board. The complainant alleged discrimination in employment on the basis of gender and family status in accordance with compliance guidelines and standards as described in the Human Rights Code of Ontario. The Ontario Human Rights Commission (OHRC), which concentrates its resources on systemic discrimination, public education, and policy development, intervened on November 4, 2015 under Section 37 of the Human Rights Code.

To address the problems related to gender within the OPS and as part of the settlement of this case to be presented to the Ottawa Police Association (OPA) and the complainant, and to the OHRC, the OPS Board undertook the first two steps in an OPS human rights project on sworn members by November 2016. These actions led to Phases 1 and 2 reporting aimed at addressing any systemic gender bias that may be present in its policies, procedures, and practices, and to encourage and support gender equality among its workforce. The two steps were:

1. **Phase 1.** To analyze the data collected in the OPS 2012 Workforce Census to determine the demographic character of employees with regards to gender and family status (or both, where applicable) at all levels and ranks.
2. **Phase 2.** To review all written and unwritten promotion and job placement policies, procedures and practices to ensure they do not discriminate on the basis of gender and/or family status at all levels and ranks, including but not limited to an evaluation of:
  - i. Requirements for job promotions and placements
  - ii. Opportunities for employees to meet those requirements, including access to training, job shadowing, and temporary acting roles
  - iii. Advertising and recruitment for job promotion and placement opportunities
  - iv. Selection processes used for job promotions and placements

- v. The impact of gender bias on job promotions and placements with regards to maternity and parental leave, and family caregiving.

Key issues regarding gender equality were put forward in the reports, which may be obtained from the OPS. The reader is encouraged to read the Phases 1 and 2 Gender Equality reports to fully appreciate the process and outcomes of the OPS Board's further commitment to the execution of a third phase of the Human Rights project, as detailed in this report. Bound by the OPS Minutes of Settlement, this step asserted the following:

- 3. **Phase 3.** To use the analysis received through the review and information gathering in Phases 1 and 2 above to prepare in draft form and provide copies to the OHRC, the complainant, and the OPA by May 4, 2017 of:
  - i. New and/or amended promotion and job placement policies
  - ii. Proposals for procedural and structural elements to support these new and/or amended promotion and job placement policies
  - iii. A new and/or amended human rights accommodation policy to address gender (including pregnancy) and family status discrimination and accommodation.

Conclusion of the settlement of this case includes the OPS Board's further commitment to a final Phase 4 to ensure, within 24 months (i.e., by November 4, 2017), the finalization of the new and/or amended job placement, promotion and family status policies, including procedural and structural elements to support these policies, and the provision of training to OPS members on these policies and on the new and/or amended human rights accommodation policy, as appropriate.

This background highlights that with this project the OPS works effectively to address the Minutes of Settlement and to start creating a broad-based, long-term strategic approach whereby gender issues in the workplace can be addressed in compliance with the *Human Rights Code* of Ontario. The OPS is committed to protect the safety, security and quality of life in Ottawa through its community policing philosophy. This mission includes that the OPS is becoming demonstrably sensitive to gender needs in order to make a difference in the community and to serve as a role model.

The OPS Board invested in a gender re-audit of key documents identified in Phase 3 whereby progressive strengths and opportunities are highlighted in a manner consistent with best practices and in accordance to the methodology reported in Phase 2. Critical concepts and the theoretical framework are repeated in the next sections to ensure that the reports in each phase of this project are self-contained when their content is highly continuous.

## 1.1 Core Understanding of Gender Equality

Gender equality is a core Canadian value and is enshrined in the Charter of Rights and Freedoms, which is part of the Constitution of Canada. Gender equality means that women and men, in all their diversity, are able to participate fully in all spheres of Canadian life, contributing to an inclusive and democratic society. A glossary of key concepts related to gender can be found in Appendix F of the Phase-2 report. The core gender concepts, which underlie the comparative audit performed in Phase 3, are described again for emphasis and clarity in understanding:

### 1.1.1 Gender Equality

*Gender equality* refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

**“Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance.”**

**— Kofi Annan**

*Gender equality* implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue and should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

*Gender equality* refers to both the recognition that women and men have different needs and priorities, the fact that women and men should experience equal conditions for realising their full human rights, and have the opportunity to contribute to and benefit from national, political, economic, social and cultural development. It refers to equality of opportunity and treatment in employment, in association and collective bargaining, in obtaining a meaningful career development, fairness in work-home life balance, equal participation in decision making, equal remuneration for work of equal value, and equal access to safe and healthy working environments and to social security for men and women.

### 1.1.2 Gender Mainstreaming

“The only way to solve  
the problem of  
women's subordination is to  
change people's mindset and to  
plant the new idea of gender  
equality into every mind.”

— Qingrong Ma

*Gender mainstreaming* is the chosen approach toward realizing progress on women's and girl's rights, as a dedicated sub-set of human rights. It is not a goal or objective on its own. It is a strategy for implementing greater equality for women and girls in relation to men and boys. Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels.

*Gender mainstreaming* is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

*Gender mainstreaming* is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. Its strategy is to achieve gender equality as evidenced by an analytical review of an organization's mainstream public policy, including legislation, regulations, allocations, taxation and social projects, from the point of view of their effect on the varying status of men and women in a given community.

*Gender mainstreaming* is not a goal in itself, but a means to achieve gender equality. See Appendix C for examples of what an organization may consider in effecting gender mainstreaming. The OPS gender audit is essentially a social audit and belongs to the category of *quality* as opposed to more traditional *financial* (and administrative) audits.

### 1.1.3 Other Core Concepts

**Gender discrimination** is defined as any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women and men, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It can take many forms; including sexual harassment, pregnancy or parental discrimination, and unequal pay for women and men who do the same jobs. It affects females more often than males. Gender discrimination laws also protect the rights of trans-gender individuals. It includes all people who are treated less well or

who are not given the same opportunities because of their gender or sex because of the belief that one gender is superior to the other.

**Differentially equal value** refers to equal opportunities and rewards (wages or otherwise) granted to men and women based on performance of the same or substantially the same work, or work of the same or equivalent value. It addresses the underlying faulty rationale that female jobs are undervalued relative to male jobs and closes the wage and opportunity gap caused by occupational segregation. It does not suggest that men and women are equal in all respects.



A **gender equality audit** considers whether internal policies, practices and related support systems for general mainstreaming are effective, reinforce each other, and are being followed. It identifies critical gaps and challenges, and point to ways of innovatively addressing and improving them. It also establishes a baseline of good practices towards the achievement of gender equality. OPS ownership of the gender audit outcomes and subsequent action to follow up on gender audit recommendations is important for advocating, intervening and scaling up action where gender inequality that may exist in the organization.

## 1.2 Independent and Comparative Audits

The reader is referred to the definition and benefits of a social audit in the Phase-2 report. Now that the OPS has started to implement the findings and conclusions of the gender audit completed in November 2016, it is good practice to determine whether revised and/or new policies, processes and procedures are more and sufficiently equitable from the standpoint of gender. For this purpose, written (and unwritten) data sources can be re-submitted for both an independent and a comparative review of adherence to a gender equality framework, similar to the independent social audit performed in Phase 2 of the project.

The independent social audit comments on data source construction or reconstruction, which takes place internal to the organization. Work on the data sources may be led a team of OPS employees, with or without the support of external consultants and advisors. A comparative social audit provides a means whereby an organization can relate and contrast its own efforts in ensuring gender (and other demographic) equality annually, or after significant change in direction and action. Social audits are performed with the understanding that appropriate norms and benchmarks are in place to provide for comparisons to be made within organizations, and also across organizations as appropriate.

Ideally, the periodicity of independent and comparative social audits should be standardized. First, this will help enforce the practice of taking disciplined action by an organization to revise or renew policies, processes and procedures after a social audit and maintain momentum to move equality forward in the workplace. Second, a social audit is an assessment that is scientific in approach and reaches beyond the exploratory to a more advanced level of review based on a hierarchical theoretical model, aimed at measurable demonstration of advancement.

A comparative social audit is best performed through a criterion-by-criterion appraisal, enabling the detection of critical nuances in corresponding data sources. These may appear similar and were initially thought to be sufficient on the surface, but can make a significant difference in the reinforcement and positive experience of equality by employees in an organization as shown by the audit. By the same token, a collection of data sources submitted to an audit may be different in content, but may be shown to align with varying degrees of effectiveness with regards to gender (and other social) equality in the workplace.

Both independent and comparative social audits also serve to identify and rectify any presence of disambiguation – making content clear by using explicit phrases, and/or by narrowing down ways of interpretation – in policies, processes and procedures. Social audits facilitate best outcomes when executed with high inter-reviewer reliability and when performed with regularity.

### **1.3 Reinforcing the OPS Policy Goal to Promote Gender Equality**

To undertake a social audit, it is necessary to start by clarifying the specific policy goal and associated strategies against which gender issues are being evaluated. The OPS takes a dual approach aimed at i) gender-aware actions, and ii) both men and women's empowerment in the mainstream of development and operational work. Gender mainstreaming is recognized as integral to all development decisions and interventions; it concerns the staffing, procedures, and culture of the organization as well as its programs; and it forms part of the responsibility of all employees in an organization.

**“A gender-equal society would be one where the word *gender* does not exist, where everyone can be themselves.”**

**— Gloria Steinem**

A commitment to ensure that women's as well as men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes is critical so that women and men benefit equally, and inequality is not perpetuated.

In Phase 2 of the project, gender equality in the OPS was structurally investigated through an independent social auditing process wherein a reliable equality framework is used. Since the same framework is used and referred to in the independent and comparative social audit in Phase 3, its structure is repeated in the next Section for convenience. Please refer to the Phase-2 report for a more detailed introduction and to learn more of the development of the Equality Framework<sup>®</sup>.

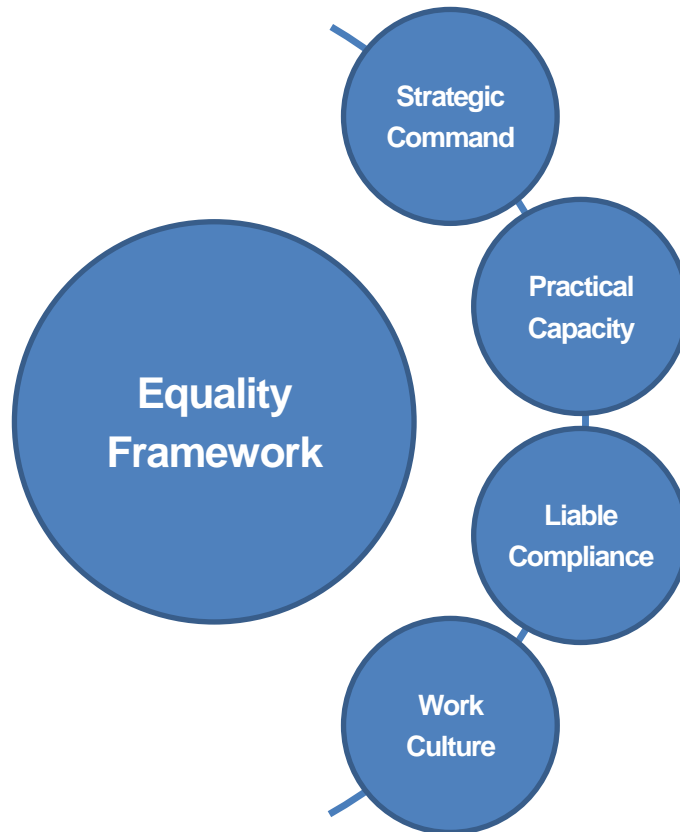
## **2. Gender and the Equality Framework<sup>®</sup>**

### **2.1 Structural Elements of the Equality Framework<sup>®</sup>**

In the Equality Framework, equality is broken down into four distinct, yet interrelated “C” elements that contribute to equality. The four elements are termed *command*, *capacity*, *compliance*, and *culture*. Together they cover the equality scope by virtue of fair and unbiased demonstrations in the workplace.

The four “C” elements are further qualified through an emphasis of modalities that render the element of command to be strategic, capacity to be practical, compliance to be liable, and culture to be work-contextual in nature. These modalities cement the four elements in the key cornerstones of equality and mainstreaming as described above.

**Figure 1. The Equality Framework®**



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All four elements in the gender Equality Framework are deemed equally important, even when an organization is only starting to take responsible action towards gender equality and mainstreaming. The key elements are described below and contain corresponding *rating criteria* in the form of 20 statements, which envelope the scope of equality. These statements are adapted to refer appropriately to the diversity demographic under consideration, for example gender, within the guiding principles of the element to which each belongs.

The adapted statements can be used to review organizational documents and interview employees and other organizational stakeholders on their perspectives on gender equality. Statements in all four elements cover both programming and organizational dimensions: how well (implementation – best practices) and with what results (impact – opportunities to improve and innovate) the organization fares with respect to gender equality.

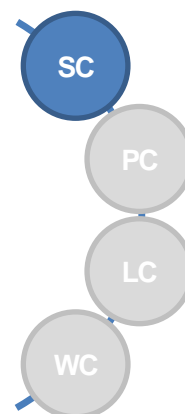


### 2.1.1 Strategic Command

This element examines organizational vision and leadership whereby gender equality is committedly endorsed, supported, and reinforced.

Guiding principle: The OPS actively takes context-specific steps to promote gender equality.

Rating criteria: The OPS adheres to strategic command of gender equality when it sufficiently demonstrates in its written and unwritten (i.e., experienced, perceived) policies, procedures and practices that:



SC1 Gender equality is integrated mandatorily in the OPS's strategic and operational objectives.

SC2 The OPS acts according to a written policy that affirms a commitment to gender equality.

SC3 All levels of OPS management take responsibility for gender equality implementation and support.

SC4 Women's voice in OPS senior positions have increased comparatively in the past few years.

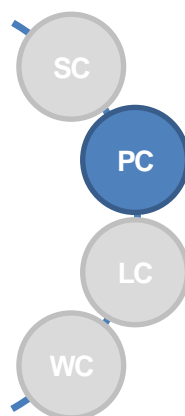
SC5 The OPS has budgeted adequate financial resources to support gender integration work.

### 2.1.2 Practical Capacity

This element looks at skill levels and ongoing procedures that the organization needs to embed throughout the organization to effectively apply gender integration and help enhance operational quality.

Guiding principle: The OPS responds appropriately in systematically building its capacity for gender equality.

Rating criteria: The OPS has the practical capacity to adhere to gender equality when it sufficiently demonstrates in its written and unwritten (i.e., experienced, perceived) policies, procedures and practices that:



PC6 OPS members accept that gender equality concerns both men and women, and their relations.

PC7 All members have access to well-stocked information and methods for OPS gender mainstreaming.

PC8 The OPS integrates gender considerations as a cross-cutting theme in all member training.

PC9 OPS men and women share decision making in meetings and in operations.

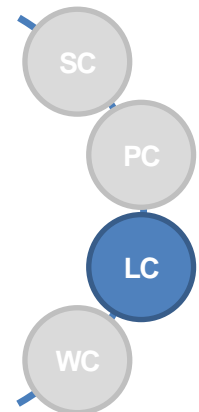
PC10 Skilled OPS members from each directorate are assigned to look after gender mainstreaming.

### 2.1.3 Liable Compliance

This element considers how an organization acts in accordance to and can answer for its gender equality policies and operations as an integral part of its organizational structure.

Guiding principle: The OPS invests accountably in parallel forms of distinguishing gender information.

Rating criteria: The OPS adheres accountably to gender equality compliance when it sufficiently demonstrates in its written and unwritten (i.e., experienced, perceived) policies, procedures and practices that:



LC11 Every member feels equipped to prevent and deal with gender discrimination in the OPS.

LC12 OPS gender equality objectives are incorporated in performance indicators and appraisals.

LC13 The OPS uses external expertise and endorses attainable gender equality standards at all levels.

LC14 The OPS builds metrics in all initiatives to purposely monitor and evaluate gender equality.

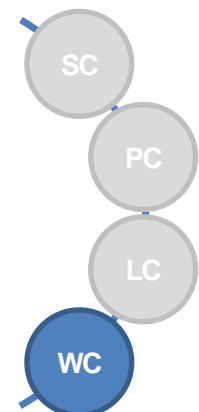
LC15 OPS members provide and ask for collegial feedback on their gender mainstreaming efforts.

### 2.1.4 Work Culture

This element highlights norms, beliefs, customs, and codes of behaviour in an organization geared towards encouraging and rewarding gender equality – how people relate; what are seen as acceptable ideas; how people are expected to behave and what behaviours are rewarded.

Guiding principle: OPS members experience the benefits of being gender aware and sensitive.

Rating criteria: The OPS has an organizational culture that adheres to gender equality when it sufficiently demonstrates in its written and unwritten (i.e., experienced, perceived) policies, procedures and practices that:



WC16The OPS places a differentially equal value on the ways both men and women perform effectively.

WC17OPS men and women are selected fairly for work accommodations, opportunities, and positions.

WC18OPS directorates freely exchange information, experience and advice to resolve gender issues.

WC19OPS men and women are comfortably included in work and social interactions with colleagues.

WC20OPS members are respectful and focused on capabilities and interests within gender differences.



*For WC16, see the definition of the term differentially equal value in Section 1.1.3 of this report.*

The 20 statements are broad in scope, yet behaviourally anchored and concisely phrased. They are also well suited to be used as criteria whereby data sources can be audited to provide reasonable assurance that an organization may be free from systematic gender bias.

### 3. Gender Audit Method and Design

#### 3.1 Approach Taken in the Gender Audit

In Phase 3, the OPS Board started taking responsible action towards gender equality and mainstreaming by revising key policy, process-oriented and procedural documents and creating new ones as needed. Furthermore, the OPS Board invested in a repeat endeavour to undertake another Gender Audit, while complying with the OPS Minutes of Settlement. In the Phase-3 gender audit, the review undertaken was quantitative in nature and qualitative in support, comprising a systematic scrutiny of data sources using a *grid* of data sources against 20 gender equality criteria, which were subsequently statistically scored; qualified by open-ended responses for each data source by reviewer pairs as allocated.

The constructive review process aimed at emphasizing strengths where deserved and highlighting gaps where needed, rendered a strategic gender audit design. The review of data sources according to specified criteria in the gender audit corresponded with the 20 statements or criteria in the gender Equality Framework<sup>®</sup> as described in Section 2.1. Reviews considered and rewarded tangible demonstrations, as well as indications, suggestions, tendencies, likelihoods and what is implicit. The specified criteria are not meant to be used as a checklist, but instead as propositions or assertions within which specifically targeted data sources can be reviewed. Further consideration of implications and recommendations for continued improvement and refinement may be logical outcomes of audited data sources against the specified criteria in the Equality Framework.

Phase 2 of this Human Rights project rested on a review of all Ottawa Police Sworn promotion and job placement, practices and procedures (including but not limited to any replacement or modified processes following the cessation of the tenure process, hereinafter “job placement”) to ensure that they do not discriminate on the basis of gender and/or family status. Originally submitted data sources consisted of

two parts, namely written and unwritten data sources. For Phase 3, a focused selection of the written data sources were re-submitted for the gender audit. In other words, the terminology used in the remainder of this report is based on one of the two parts only, namely a review of:

1. **Written data sources**



A select collection of OPS documents formatted in Microsoft Word and/or PDF format, including graphics.

### **3.2 Review of Select Written Data Sources**

In Phase 2, the written review encompassed data from 2012 to current state, which were submitted for an audit using the gender Equality Framework described above. The data sources were compiled through contributions of different sections in the OPS as information was available on gender under the direction of a Gender Audit Team of internal members and external advisors and consultants. The scope of the submitted material was organized into 55 distinct data sources as detailed in Appendix A and summarized in Figure 4 of the Phase-2 report.

For Phase 3, only documents of a policy, process-oriented, or procedural nature in current standing were included (see Appendix A). A total of seven documents were submitted, of which five were revisions of Phase-2 written data sources, and two were newly created documents. One of the revised Phase-3 documents is an amalgamation of three separate written data sources submitted in Phase 2. The selection of re-submitted written data sources constitutes 12.73% of the written data sources originally submitted for a gender audit.

Internal OPS members serving on the gender audit team identified three classes whereby the written data sources were classified:

- **Priority 1** data sources (with the highest assigned weight of 3) included the family status accommodation process, grievances, maternity and parental guidelines, and the promotion process.
- **Priority 2** (with an assigned weight of 2) formed the vast majority of the data sources and contained promotion policies by member status, and background information.
- **Priority 3** data sources (with the lowest assigned weight of 1) comprised all supporting documentation such as job postings, advertisements, job descriptions, and tenure-related forms.

No written data sources that were re-submitted for the gender audit in Phase 3, classified as Priority 3. Three documents were classified as Priority 2, and the remainder were Priority-1 documents including the two newly created documents as summarised in Figure 2 below.

**Figure 2. Classification of OPS Select Written Data Sources for a Gender Audit**

	<u>Phase 2</u>	<u>Phase 3</u>
Priority 1:	4 documents (12 pp.)	2 documents (13 pp.)
Job placement, promotion, family status		2 new documents (10 pp.)
Priority 2:	3 documents (40 pp.)	3 documents(28 pp.)
Policies & background information		
<u>Total</u>	<u>7 documents (52 pp.)</u>	<u>7 documents (51 pp.)</u>

Selection of the seven documents that were re-submitted for the gender audit in Phase 3 is motivated by i) human rights and justice (members enjoying the same opportunities and treatment), and ii) socio-economic efficiency (members being equally capable of transforming the community they serve). While these are identified as key documents for gender equality and mainstreaming in the OPS, they are not considered to be the only documents of importance in this regard by any means.

### **3.2.1 Scaled Rating of Data Sources**

In the Phase-3 social audit, the written data sources were audited using the above 20 representative statements of the gender Equality Framework as review criteria. All seven documents were subjected to each of the review criteria and rated according to an interchangeable scale, which enabled a graded demonstration of gender equality similar to a five-point, Likert scale format.

The interchangeable rating scale offered three different types of descriptions associated with a 0-5 point grading, which indicated *markings* (where submitted information contained demonstrations of gender equality by qualitative degree), *prevalence* (where information contained recurring demonstrations of gender equality), and *agreement* (where information contained demonstrations of gender equality by

virtue of strength). Written data sources could contain any one, two or three scaled demonstrations in combination, depending on content and formatting.

**Table 1. Gender Equality Rating Scale Descriptors**

<i>Markings (degree)</i>	<b>Not at all</b>	<b>Trifling</b>	<b>Mild</b>	<b>Moderate</b>	<b>Substantial</b>	<b>Full</b>
<i>Prevalence (recurrence)</i>	<b>Never</b>	<b>Almost never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Practically always</b>
<i>Agreement (strength)</i>	<b>Absent</b>	<b>Disagree</b>	<b>Agree reservedly</b>	<b>Agree somewhat</b>	<b>Mostly agree</b>	<b>Strongly agree</b>
<b>Graded Rating</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Examples</b>	Not applicable or mentioned, nothing in place or implied at	Marginal awareness, nothing official, implied, rare sensitivity	Developed but not yet implemented, good intentions, case-by-case, reactive	Some implementation, occasionally effective, some availability, supportive	Regular implementation, fairly effective, visible commitment, proactive	Reliable and wide implementation and monitoring, shared by all, championing
<b>Percentage Score</b>	<b>0%</b>	<b>1-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>

The descriptions of each interval rating scale in Table 1 are designed to correspond in meaning; numerical ratings can be directly combined to facilitate summative scoring algorithms and interpretation. The five rating options in the Likert scale are numbered 1-5 from left to right, least to most in meaning. These scale points offer a regulated method for grading the state of gender equality in data sources. Note that the method of scaled rating applied in the gender audit was identical for both Phases 2 and 3.

### 3.2.2 Setting an Acceptance Point through AIMS for Organizational Assurance

When reviewers use normative rating scale formats for the multiple benefits they offer, they can also sub-consciously or subjectively lean their ratings in a negatively skewed way, producing socially desirable results. Therefore, reviewer grading of data sources for gender equality is standardized by employing three audit information markers (AIMs). The AIMs safeguard fairness, consistency and accuracy when reviewers select the appropriate rating scale and descriptor, which in turn help to counteract known psychometric challenges in social desirability. The AIMs are set at the highest interval point rating of 5, 4, and 3-and-below. (Strictly speaking, a score of 0 is not considered an AIM.) AIMs are distinguished as follows:

Scale point 5	<i>Principal demonstration (81% - 100%)</i>
	This score should be awarded where the removal of gender discrimination or the promotion of this aspect gender equality is the whole purpose of the initiative.
Scale point 4	<i>Significant demonstration (61% - 80%)</i>
	This score should be given where the removal of gender discrimination or the promotion of gender equality is an integral part of the purpose of the initiative, e.g., where gender equality is mainstreamed and equitable benefit is clear.
Scale points 3, 2, 1	<i>Partial demonstration (1% - 60%)</i>
	A graded score should be reflective of non-mainstreamed efforts to introduce or apply gender equality, e.g., where equitable access to services and opportunities is in place.
Scale point 0	<i>No demonstration (0%)</i>
	This represents a non-targeted score where this aspect of gender equality does not feature in the initiative or when there is no indication of this aspect.

The AIMS are directive in determining a minimum acceptance set-point for claiming gender equality in the workplace, as based on overall demonstration of the 20 criteria from the Equality Framework, which was used in the OPS gender audit. The minimum acceptance set-point corresponds with average scores above 3, and approaching 4 out of 5 on the interchangeable rating scale (see Table 1 above). This set-point denotes a requirement that a single data source, or a collection of data sources within a given thematic folder or priority setting, or all data sources overall, must score **above 60% on average** to be considered compliant with standards for gender equality in an organization.

Furthermore, organizations should **strive to achieve a percentage score above 80% with concerted investment in gender mainstreaming**. An organization that has achieved minimum acceptable gender equality, will have regularly demonstrated reliable and wide implementation and monitoring of gender issues overall, and ideally also in all four areas of strategic command, practical capacity, liable compliance, and work culture, i.e., as reflected in the elements of the gender Equality Framework. An organization's commitment to and championing of gender equality is visible and proactive, shared by most if not all.

**Figure 3. Set-Point for Compliance with Social Equality Criteria**

At a minimum, review results are in alignment and above 60% for each document overall, and across all four elements by virtue of the 20 criteria in the gender Equality Framework® for an organization to claim gender equality in its workplace.

Ideally, organizations should strive to achieve above 80% with concerted investment in gender mainstreaming.

Accordingly, the acceptance set-point of 61% or higher was used as a benchmark for reviewing the OPS data sources in both Phases 2 and 3.

### **3.2.3 Review Panel**

The written data sources were gender audited by a panel of three independent, seasoned researchers under the leadership of Dr. Carina Fiedeldey-Van Dijk, President of ePsy Consultancy, who was approved by the Ontario Human Rights Commission (OHRC) and the Ottawa Police Association (OPA) as leading auditor. The OPS contracted the leading auditor to conduct the gender audit in both Phases 2 and 3 of this project. The three reviewers used in Phase 2 – Dr. Ameetha Garbharran, Ms. Melissa Santoro Greyeyes-Brant, and Mr. Ryan Stanga – participated in Phase 3 also to augment constancy. The credentials of the reviewers, who have no direct relationship with the OPS, are described in the Phase-2 report.

### **3.2.4 Process for Review Scoring**

Phase-3 reviewer ratings were captured in identical fashion as those in Phase 2. The reader is referred to the detailed description in the Phase-2 report, Section 3.2.4. The process for review scoring entailed three **review scoring qualifiers**, which are referred to as score sets, lenses, and dimensions.



### 1. Scores are Presented in Sets of Three

OPS gender equality **score sets** in both Phases 2 and 3 were determined through three different percentages, which were derived from the rating scale described in Table 1 under Section 3.2.1 as follows:

- i. *Indication of presence of gender equality* i.e., percentage of 0 ratings.
- ii. *Grading of gender equality where present* i.e., percentage of ratings 1-5.
- iii. *Manifestation of gender equality* i.e., percentage of 0-5 ratings, combining i and ii.

### 2. Data Sources are not Prioritized (but Can Be)

In Phase 2, score sets were viewed comparatively through two different **lenses**:



*View 1:* Results *with* priority setting (i.e., weighted as 3, 2 and 1) of data sources.

*View 2:* Results *without* priority setting (i.e., no weighting) of data sources.

Given the small selection of documents re-submitted for review that they do not cover nor fully represent all three priorities, the reporting of View-1 results is excluded in Phase 3. In View 2, all data sources and all priorities are considered equally important and documents are not weighted. This view denotes a longer-term, proactive strategy through feedback, which points to a broader perspective on how the OPS is faring with respect to gender equality in general, and how gender issues should be more widely and pre-emptively managed.

### 3. Performance are Regarded per Data Source, and per Element and Criterion

Phases 2 and 3 score sets were considered in two **dimensions**:



*Vertically:* Looking at the performance of data sources across all 20 criteria of the Equality Framework, corresponding with results tables marked A/C.

*Horizontally:* Looking at Equality Framework criterion performance within each element across all data sources, corresponding with results tables marked B/D.

Results tables marked C or D refer to the unwritten data sources included in Phase 2. Since unwritten data sources were not appropriate to re-submit for review so soon in changes being brought about in the OPS, the Phase-3 results reported here only pertain to results tables A and B.

The vertical dimension enabled the OPS to determine how the selected data sources within Priorities 2 or 3 perform against the criteria in the Equality Framework as shown in portion A of Tables 5-8 in the results Section 4 of the report. The horizontal dimension sheds further light on specific gender issues that can

either be applauded or should need further OPS attention as they pertain to prioritised data sources. This dimension is reflected in portion B of Tables 5-8 in Section 4 and provides direction for the completion of Phase 3, followed by Phase 4 of the project.

### 3.2.5 Reflection on the Selection of Written Data Sources Re-Submitted for Review

In Phase 2, the OPS gathered and submitted data sources targeted at current and recent policies, practices and procedures related to *job placement, promotion, and family status*, dating back to 2012 at the earliest. Review of this comprehensive compilation produced solid measures that commented on the status of gender equality in the workplace.

“What happened on the road to gender equality?  
A lot of work happened.”  
— Suzanne Bianchi

The results formed a baseline whereby the OPS Gender Audit Team took action to address the next deliverables required by the OPS Minutes of Settlement, and start the process of making changes towards establishing gender equality in the workplace. However, for the purposes of Phase 3, the metrics originally based on 55 written data sources as detailed in the Phase-2 report cannot be used as a reasonable baseline in Phase 3. The results may not serve well if compared directly with Phase 3 results even if they are computed in the same manner, since the small selection of seven Phase-3 documents do not and were not intended to be fully representative of all 55 documents and all three priorities reviewed in Phase 2.

In preparation for the independent and comparative social audit in Phase 3, the process of review scoring was repeated for the Phase-2 documents that closely matched those re-submitted for review. This effectively set the stage for direct comparison of the results between Phase 2 and Phase 3, from which inferences can be drawn. It must be noted, however, that the documents submitted for review in Phase 2 were in full operation, whereas the Phase-3 documents clearly stated that they are still in draft format, and may undergo refinement based on the learning from this second audit.

### 3.2.6 Reliability of Reviews

The written data sources were independently reviewed by the same panel of three researcher reviewers in both phases under the direction and supervision of the leading auditor. In Phase 3 the reviewers undertook refresher training by:

- i. Reading the Phase-2 report, which included re-familiarization of the gender Equality Framework, the approach and definitions of terms used in the gender audit, the nature of the written data sources initially submitted for the gender audit, the rating scale that was used for scoring the data sources with encouragement of writing open-ended comments and suggestions per reviewed data source as appropriate, the process in which they worked together and independently within set timelines, and the method used for the statistical determination of inter-rater reliability.
- ii. Revisiting comparative ratings of one of the written data sources reviewed in Phase 2 and which was not included in the Phase-3 selection. This document was used previously for purposes of training in Phase 2 also.

**“The worst  
form of  
inequality is  
to try to make  
unequal  
things equal.”  
— Aristotle**

In Phase 2, the data sources were randomly distributed to each reviewer across the three priorities. This facilitated the continuation of random distribution; in the first instance, the three reviewers were assigned to the same Phase-3 documents than what they reviewed before. This first step designated them as primary reviewers of the seven documents. In the second step, the three reviewers were also assigned randomly to another document where they were not the primary reviewer already. This designated the reviewers as secondary reviewers of the seven documents also (see Table 2). Small adjustments were made in the second step to balance the number of pages that each reviewer was assigned to audit.

The effect of the two steps was that unlike the process of reviewer assignment followed in Phase 2, each of the seven Phase-3 documents was audited twice by varying primary and secondary reviewer pairs. In Phase 2, 55 different data sources (comprising 2,054 pages) were mostly reviewed by one of the three reviewers, the results of which were reported in aggregate fashion. This method was justified by establishing a 85% inter-rater reliability between reviewers through nine documents or 288 pages (i.e., 14.02% of all written data sources that were submitted) that were rated by all three reviewers.

Because the Phase-3 written data sources comprised such a small selection (2.48% of the pages initially submitted) and reviewers were aware that five of the seven documents were re-submissions with the expectation of improvement, the research blueprint necessitated double-reviewing to sustain its previous strength in its design. Hence, the secondary reviewers served as a control for the primary reviewers in maintaining consistency in review and neutralising any retention effect that potentially may have lingered in the face of a fairly long, six-month time difference between the two phases.

**Table 2. Distribution of Written Data Sources across Reviewers**

	Reviewer 1		Reviewer 2		Reviewer 3	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Number of documents	2	2	2	3	3	2
Number of pages	6	18	17	25	28	8
Total number of pages	24		42		36	

In Phase 3, each reviewer rated and commented on all seven documents independently as assigned to either primary or secondary reviewer status. The independent reviewer ratings were submitted to the lead reviewer for comparison between the primary and secondary reviewers and for calculating inter-rater reliability per document, and overall. The seven Pearson's product-moment correlation coefficients were subjected to Z transformations to enable averaging. The average Z transformation was then reverted back to a correlation statistic and expressed as a percentage score of agreement between reviewers to facilitate interpretation. The standard interpretational bands used in Phase 2 to interpret inter-rater reliability were applied in Phase 3 again as follows:

< 0%	Poor agreement
0 - 20%	Slight agreement
21 - 40%	Fair agreement
41 - 60%	Moderate agreement
61 - 80%	Substantial agreement
81 - 100%	Almost perfect agreement

Reviewer training was aimed at achieving substantial to almost perfect agreement between the reviewers. After the first round, IRR1 between the reviewers revealed a 51% agreement. This was comparable to the IRR1 of 52% agreement achieved across the nine data sources used for training in Phase 2, and deemed to be below expectations for Phase 3. The reviewers each received feedback on the leniency/strictness in their style of rating compared to that of the other reviewers based on which they made adjustments, and an opportunity to view and discuss any large differences in ratings between reviewer pairs as needed. Primary and secondary reviewer ratings were placed on the same standing. The lead auditor compiled the adjustments and recalculated the inter-rater reliability; this time, IRR2 between the reviewers revealed a 91% agreement, outperforming the reviewer achievements in Phase 2.

During IRR1 and IRR2 calculations the gender Equality Framework criteria were empirically scrutinized as well for applicable use in the gender audit. In Phase 2, graded ratings based on the 20 criteria in the

gender Equality Framework signified about two-thirds of the written data sources that demonstrated some degree of gender equality, and these were fairly evenly dispersed between rating scale points 1-4. By comparison, in Phase 3 the graded ratings showed more than 80% demonstration of some degree of gender equality, with ratings slanting to the right of the rating scale. This picture is consistent with progress and improvement in the documents rather than a reflection on the reliability of the reviewer ratings.

In Phase 2, all reviews were completed as an independent social audit. By comparison, the reviews in Phase 3 started out as being independent by both primary and secondary reviewers, followed by a comparative review with open-ended comments completed by the primary reviewers only, who were in the position of having rated both Phases 2 and 3 documents.

### **3.2.7 Independent versus Comparative Review**

References to *independent* as opposed to *comparative* review deserve a brief explanation. The lead auditor instructed the reviewers, as a first step in the review process, to review the Phase-3 document without opening the corresponding Phase-2 data source or looking up the ratings allocated earlier, i.e., independently. For the independent review, reviewers were asked to simply focus on the content of each of the 20 statements and provide the best representative scale rating in your opinion, with corresponding comments and recommendations where appropriate.

The possibility that reviewers may recall the previous rating of one or more particular criteria in the gender Equality Framework, and awareness that the document is a re-submission, was acknowledged against recognition that Phase-3 ratings can either be higher or lower than, or similar to the Phase-2 ratings. The objective of avoiding a purposeful alignment of Phase-2 and Phase-3 ratings was emphasized. The independent nature of this review step was further underscored by the IRR1 feedback that the reviewers received, whereby the reviewer pairs engaged in discussion about each document to achieve reasonable consensus and a higher IRR2 as a result.

Once the independent review was satisfactorily completed, the lead auditor provided corresponding ratings and comments from Phases 2 and 3 to the primary reviewers only. This time, the comparative review meant that these reviewers were able to look at three arrays of ratings and comments per document: two pre-post ratings completed by the primary reviewers with six months in between, and one post rating completed by the secondary reviewer at the same time as the second rating of the primary reviewer. (The two new documents had only two arrays of post ratings and comments for comparison.) Seeing the multiple review input together at this time, primary reviewers were able to assess whether the reviews were realistic, and add some final comments to the overall comparative review as appropriate.

Phase-2 ratings were locked for editing as primary reviewers were not allowed to change the pre-results. Primary reviewers completed their final comments, and did not feel any further changes to the Phase-3 ratings were necessary during the comparative review. Observable patterns in the review ratings and overall impressions were shared in a final wrap-up conference call attended by the lead auditor and all three reviewers.

## **4. Results**

The reviewer ratings were scored in three different iterations: separately for the primary versus secondary reviews, and lastly by averaging primary and secondary ratings per document first before scoring. Primary and secondary scores were found to be very comparable – overall, primary and secondary score differed by 4.86% – while scores varied somewhat more between paired reviewers per document within good inter-rater reliability that was established. For these reasons and to keep the information in this section simple, this report focuses only on the reporting of the third iteration of scoring in which primary and secondary ratings were combined. Detailed results may be provided upon request.



The gender equality score averages between the seven documents were found to lie within 17 percentage points – slightly outside one standard deviation, which typically lies within 10-15 percentage points – of each other. This trend generally lends credibility to considering all seven Phase-3 documents as one collection, and comparable standard, when commenting on gender equality in the OPS. The found score range also suggests that there is room for improvement still, especially with respect to one or two documents. Aggregate results for the two new documents compared to those for the five documents that were re-submitted for review in Phase 3, were very comparable.

With reference to the process for review scoring in Section 3.2.4, the sets of numerical results pertaining to written data sources are presented through one lens (View 2) and two dimensions, as applicable.

### **4.1 Attuning the Phase-2 Baseline for Re-Submitted Data Sources**

Recalculation of the gender equality scores based on the selected seven written data sources compared to the original 55 data sources from Phase 2 are shown in Table 3.

**Table 3. Review Results of Selected Phase-2 Written Data Sources**

Score Set	Absence / no demonstration of gender equality	Gender equality graded rating where indicative	Overall audited outcome of gender equality
	(percentage of 0 ratings only)	(percentage of 1-5 ratings)	(percentage of all ratings (0-5))
 – 55 data sources	33.18%	41.78%	<b>28.15%</b>
 – seven data sources	25.71%	51.28%	<b>36.71%</b>

Given that the seven selected data sources are not intended to represent all 55 original data sources, the general trend, namely that the documents did not comply to the minimum acceptable set-point for gender equality, remained. However, the selection of seven documents fared a touch better than all documents combined: together they were slightly better able to demonstrate some grading of gender equality (i.e., fewer 0 ratings) and when they did, they performed marginally better in exhibiting that. Note that both score sets fall in the same category of interpretation (see Table 1, Section 3.2.1).

The independent and comparative Phase-3 results are best viewed against the attuned baseline.

## 4.2 Overall Perspective in View of Written Data Sources Re-Submitted

**Where gender equality was demonstrated in draft-format, written data sources, audit scores were found to lie above 60% for five of the seven documents with varying strengths and gaps found in each document.**


**Overall, gender audit scores closely missed the minimal acceptance set-point.**



Focusing on the score set from a View-2 perspective, the comparative results are presented in Table 4. Overall, the draft documents show a meaningful improvement of 19.73% from six months ago across all 20 criteria considered in the gender Equality Framework. These

criteria are important as they frame a representative compilation of what researchers and practitioners across the globe deem to be critical for equality. Note that overall the criteria are better addressed in the draft documents than before (a decrease in 0 ratings were found), while gender equality, where addressed, were found to be significantly more explicit now (evidenced in an increase in 1-5 ratings).

**Table 4. Comparative Review Results of Phases 2 and 3 Written Data Sources**

 <b>Score Set</b>	Absence / no demonstration of gender equality	Gender equality graded rating where indicative	Overall audited outcome of gender equality
	(percentage of 0 ratings only)	(percentage of 1-5 ratings)	(percentage of all ratings (0-5))
<b>Seven Phase-2 documents</b>	25.71%	51.28%	<b>36.71%</b>
<b>Seven Phase-3 documents</b>	17.14%	68.35%	<b>56.14%</b>

Efforts to develop the draft documents even further may be concentrated in two areas:

- i. Targeting of 0 ratings – Add content that will address every one of the 20 criteria used in the audit, thereby adhering to international standards of gender equality.
- ii. Increasing graded 1-5 ratings – Make sure content is as clear, unambiguous, explicit, and actionable as possible.

### 4.3 Results from the Gender Equality Framework Perspective




In this section, percentages are offered within each of Priorities 2 and 3 rather than as overall scores. Hence, each of the two dimensions – vertically, data source performance across the 20 criteria (portion A of Tables 5-8 below) for a gender equality performance overview, or horizontally, criterion performance across all documents (portion B of Tables 5-8 below) for specific insights on gender equality for further consideration in moving the documents from draft to final format.


While overall scores help position the OPS on the percentage scale range relative to the minimum acceptable set-point for gender equality, most valuable insights are gained at the level of the “C” elements of the Equality Framework.



#### 4.3.1 Structured Review Based on the Gender Equality Framework Elements

In this section the four-tabled results are presented in order of the four different elements of the gender Equality Framework, followed by the five criteria underneath each element.

 **Strengths** All percentages that meet or exceed the minimum set-point (i.e., being above 60%), or where all data sources achieved a 1-5 graded rating (i.e., where 0 ratings achieved a score of 0%) are highlighted in **green**.

 **Gaps** Percentages that are problematic (i.e., being 60% or lower) where graded scoring (1-5) was possible, are marked in **red**. (In Phase to exceptionally low percentages (below 20%) only were marked in red.)


**Table 5A-B. Framework Elements with Associated Criteria – Strategic Command**


A. Written Data Sources		Strategic Command (SC)
<b>Priority 1: Job Placement, Promotion, and Family Status</b>	Absence / no demonstration of GE (%0 ratings only)	<b>25.00%</b>
	GE graded rating where indicative (% 1-5 ratings)	<b>66.17%</b>
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>62.50%</b>
<b>Priority 2: Policies &amp; Background Information</b>	Absence / no demonstration of GE (%0 ratings only)	<b>33.33%</b>
	GE graded rating where indicative (% 1-5 ratings)	<b>55.33%</b>
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>51.33%</b>



B. Written Data Sources		SC 1	SC 2	SC 3	SC 4	SC 5
<b>Priority 1: Job Placement, Promotion, and Family Status</b>	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	0.00	100.00	25.00
	GE graded rating where indicative (% 1-5 ratings)	87.50	90.00	80.00	0.00	73.33
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>87.50</b>	<b>90.00</b>	<b>80.00</b>	<b>0.00</b>	<b>55.00</b>
<b>Priority 2: Policies &amp; Background Information</b>	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	0.00	100.00	66.67
	GE graded rating where indicative (% 1-5 ratings)	86.67	86.67	73.33	0.00	30.00
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>86.67</b>	<b>86.67</b>	<b>73.33</b>	<b>0.00</b>	<b>10.00</b>

With regards to Strategic Command – organizational vision and leadership whereby gender equality is committedly endorsed, supported, and reinforced – the results indicate that written data sources performed better in direct relation to their priority class. Priority-1 documents together achieved gender equality status. The findings suggest that presently the OPS may associate gender equality most strongly with job placement, promotion, and family status, however, this construct is broader in scope as described throughout this report.

 The OPS achieved minimal acceptance (i.e., a score above 60%) in job placement, promotion, and family status documentation and in its policies and background information (both Priorities 1 and 2) by demonstrating that mandatorily integration of gender equality in the OPS's strategic and operational objectives (Criterion 1), affirmed commitment to gender equality (Criterion 2), and needing all levels of OPS management to take responsibility for gender equality implementation and support (Criterion 3).

 At the same time, OPS demonstrations in both Priorities 1 and 2 documentation of a comparative increase in women's voice in OPS senior positions (Criterion 4) were absent in all seven documents. Similarly demonstrations pertaining to budgeting of adequate financial resources to support gender integration work (Criterion 5) was mentioned with some effectiveness or not at all, especially with regards to Priority-2 documents. Finding strategically commanding ways to enable comparative increases in having women's voice in senior positions in the OPS also remained the most pressing Strategic Command issue in pursuit of gender equality.

Document numbers 4-7 will benefit slightly more for further gender equality development in this element than document numbers 1-3, which may be expected due to the nature of the documentation. (See Appendix A for document orientation.)

**Table 6A-B. Framework Elements with Associated Criteria – Practical Capacity**

A. Written Data Sources		Practical Capacity (PC)
<b>Priority 1: Job Placement, Promotion, and Family Status</b>	Absence / no demonstration of GE (%0 ratings only)	<b>20.00%</b>
	GE graded rating where indicative (% 1-5 ratings)	<b>53.50%</b>
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>53.50%</b>
<b>Priority 2: Policies &amp; Background Information</b>	Absence / no demonstration of GE (%0 ratings only)	<b>0.00%</b>
	GE graded rating where indicative (% 1-5 ratings)	<b>62.67%</b>
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>62.67%</b>



B. Written Data Sources		PC 6	PC 7	PC 8	PC 9	PC 10
<b>Priority 1: Job Placement, Promotion, and Family Status</b>	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	0.00	100.00	0.00
	GE graded rating where indicative (% 1-5 ratings)	85.00	57.50	47.50	0.00	77.50
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>85.00</b>	<b>57.50</b>	<b>47.50</b>	<b>0.00</b>	<b>77.50</b>
<b>Priority 2: Policies &amp; Background Information</b>	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	0.00	0.00	0.00
	GE graded rating where indicative (% 1-5 ratings)	73.33	60.00	83.33	30.00	66.67
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>73.33</b>	<b>60.00</b>	<b>83.33</b>	<b>30.00</b>	<b>66.67</b>

With regards to Practical Capacity – skill levels and ongoing procedures that the organization needs to embed throughout the organization to effectively apply gender integration and help enhance operational quality – the results indicate that overall, written data sources performed better in inverse relation to their priority class and that Priority-2 documents together achieved gender equality status. However, this finding varies considerably depending on the specific PC criterion.



The OPS achieved minimal acceptance (i.e., a score above 60%) in job placement, promotion, and family status documentation and in its policies and background information (both Priorities 1 and 2) by demonstrating that OPS members accept that gender equality concerns both men and women (Criteria 6), and that skilled OPS members from each directorate are assigned to look after gender mainstreaming (Criteria 10). The OPS also achieved minimal acceptance in its policies and background information (Priority 2) by demonstrating that all members have access to well-stocked information and methods for OPS gender mainstreaming (Criterion 7), and that gender considerations are integrated as a cross-cutting theme in all member training (Criterion 8).



OPS written demonstrations in Priorities 1 and 2 policy, process-oriented and procedural documentation facilitating sharing of decision making in meetings and in operations by men and women (Criterion 9) were rare or by implication only, and remain in need of improvement. In addition, Priority 1 documentation that address job placement, promotion, and family status specifically, will benefit from making its practical capacity more explicit in how all members can be given access to well-stocked information and methods for OPS gender mainstreaming (Criterion 7), and how gender considerations can be integrated as a cross-cutting theme in all member training (Criterion 8).

Document number 1 will benefit greatly from more explicit gender equality development in this element, followed by document numbers 4 and 7.


**Table 7A-B. Framework Elements with Associated Criteria – Liable Compliance**


<b>A. Written Data Sources</b>		<b>Liable Compliance (LC)</b>
<b>Priority 1: Job Placement, Promotion, and Family Status</b>	Absence / no demonstration of GE (%0 ratings only)	<b>30.00%</b>
	GE graded rating where indicative (% 1-5 ratings)	<b>67.33%</b>
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>47.00%</b>
<b>Priority 2: Policies &amp; Background Information</b>	Absence / no demonstration of GE (%0 ratings only)	<b>6.67%</b>
	GE graded rating where indicative (% 1-5 ratings)	<b>46.67%</b>
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>46.00%</b>



<b>B. Written Data Sources</b>		<b>LC 11</b>	<b>LC 12</b>	<b>LC 13</b>	<b>LC 14</b>	<b>LC 15</b>
<b>Priority 1: Job Placement, Promotion, and Family Status</b>	Absence / no demonstration of GE (%0 ratings only)	0.00	50.00	0.00	25.00	75.00
	GE graded rating where indicative (% 1-5 ratings)	70.00	85.00	65.00	56.67	60.00
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>70.00</b>	<b>42.50</b>	<b>65.00</b>	<b>42.50</b>	<b>15.00</b>
<b>Priority 2: Policies &amp; Background Information</b>	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	33.33	0.00	0.00
	GE graded rating where indicative (% 1-5 ratings)	50.00	50.00	10.00	86.67	36.67
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>50.00</b>	<b>50.00</b>	<b>6.67</b>	<b>86.67</b>	<b>36.67</b>

With regards to Liable Compliance – how an organization acts in accordance to and can answer for its gender equality policies and operations as an integral part of its organizational structure – the results indicate that written data sources performed overall similarly and not yet satisfactorily in Priorities 1 and 2, while they also vary considerably depending on the specific LC criterion. Compared to the other three elements in the gender Equality Framework, progress in this element through revised and new Phase-3 documents were equally demonstrably successful, even when more is needed still; out of the four elements, Liable Compliance received the lowest scores overall.

 The OPS achieved minimal acceptance (i.e., a score above 60%) in job placement, promotion, and family status documentation (Priority 1) by demonstrating that every member can feel equipped to present and deal with gender discrimination in the workplace (Criterion 11) and that the OPS uses external expertise and endorses attainable gender equality standards at all levels (Criterion 13). In addition, the OPS also achieved minimal acceptance (i.e., a score above 60%) and its policies and background information (Priority 2) by demonstrating that it builds metrics in all initiatives to purposely monitor and evaluate gender equality (Criterion 14).

 OPS demonstrations in both Priorities 1 and 2 of incorporating objectives in performance indicators and appraisals (Criterion 12), and of OPS members providing and asking for collegial feedback on their gender mainstreaming efforts (Criterion 15) were by implication only, and are in need of improvement. In addition, the OPS did not achieve minimal acceptance (i.e., a score above 60%) in the priority class opposite to the strengths described in green above.

Document numbers 1 will benefit critically from more explicit gender equality development in this element, followed by document number 1 which needs it also, and lastly followed by document numbers 2-4, in this order of requirement.

**Table 8A-B. Framework Elements with Associated Criteria – Work Culture**

A. Written Data Sources		Work Culture (WC)
<b>Priority 1: Job Placement, Promotion, and Family Status</b>	Absence / no demonstration of GE (%0 ratings only)	<b>15.00%</b>
	GE graded rating where indicative (% 1-5 ratings)	<b>71.50%</b>
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>67.00%</b>
<b>Priority 2: Policies &amp; Background Information</b>	Absence / no demonstration of GE (%0 ratings only)	<b>0.00%</b>
	GE graded rating where indicative (% 1-5 ratings)	<b>57.33%</b>
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>57.33%</b>



<b>B. Written Data Sources</b>		<b>WC 16</b>	<b>WC 17</b>	<b>WC 18</b>	<b>WC 19</b>	<b>WC 20</b>
<b>Priority 1: Job Placement, Promotion, and Family Status</b>	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	0.00	75.00	0.00
	GE graded rating where indicative (% 1-5 ratings)	87.50	90.00	65.00	30.00	85.00
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>87.50</b>	<b>90.00</b>	<b>65.00</b>	<b>7.50</b>	<b>85.00</b>
<b>Priority 2: Policies &amp; Background Information</b>	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	0.00	0.00	0.00
	GE graded rating where indicative (% 1-5 ratings)	50.00	76.67	30.00	63.33	66.67
	<b>Overall audited outcome of GE (% all ratings (0-5))</b>	<b>50.00</b>	<b>76.67</b>	<b>30.00</b>	<b>63.33</b>	<b>66.67</b>

With regards to Work Culture – norms, beliefs, customs, and codes of behaviour in an organization geared towards encouraging and rewarding gender equality: how people relate; what are seen as acceptable ideas; how people are expected to behave and what behaviours are rewarded – the results indicate that written data sources performed better in direct relation to their priority class. Priority-1 documents together achieved gender equality status. The findings suggest that presently the OPS may associate gender equality most strongly with job placement, promotion, and family status. However, as mentioned before, this construct is broader in scope as described throughout this report. In comparing Phases 2 and 3 results, out of the four gender Equality Framework elements, Work Culture demonstrated the least overall improvement over the last six months by virtue of the criterion scores.



The OPS achieved minimal acceptance (i.e., a score above 60%) in job placement, promotion, and family status documentation and in its policies and background information (both Priorities 1 and 2) by demonstrating that it is working to ensure that men and women are selected fairly for work accommodations, opportunities, and positions (Criterion 17), and that OPS members are respectful and focused on capabilities and interests within gender differences (Criterion 20). The OPS also achieved minimal acceptance in in job placement, promotion, and family status documentation with respect to its placement of a differentially equal value on the ways both men and women perform effectively (Criterion 16), and in how directorates can freely exchange information, experience, and advice to resolve gender issues (Criterion 18). In addition, the OPS achieved minimal acceptance in its policies and background information (Priority 2) by demonstrating that its men and women are comfortably included in work and social interactions with colleagues (Criterion 19).



The OPS did not achieve minimal acceptance (i.e., a score above 60%) in the priority classes opposite to the strengths in Criteria 16, 18 and 19 as described in green above. Written data sources that fall within these priority classes will benefit from making more explicit how these specific statements may best be facilitated in times of organizational climate change.

Document number 7 will benefit critically from more explicit gender equality development in this element, followed by document numbers 1, 5 and 6.

#### **4.3.2 Summary of the Structured Review**

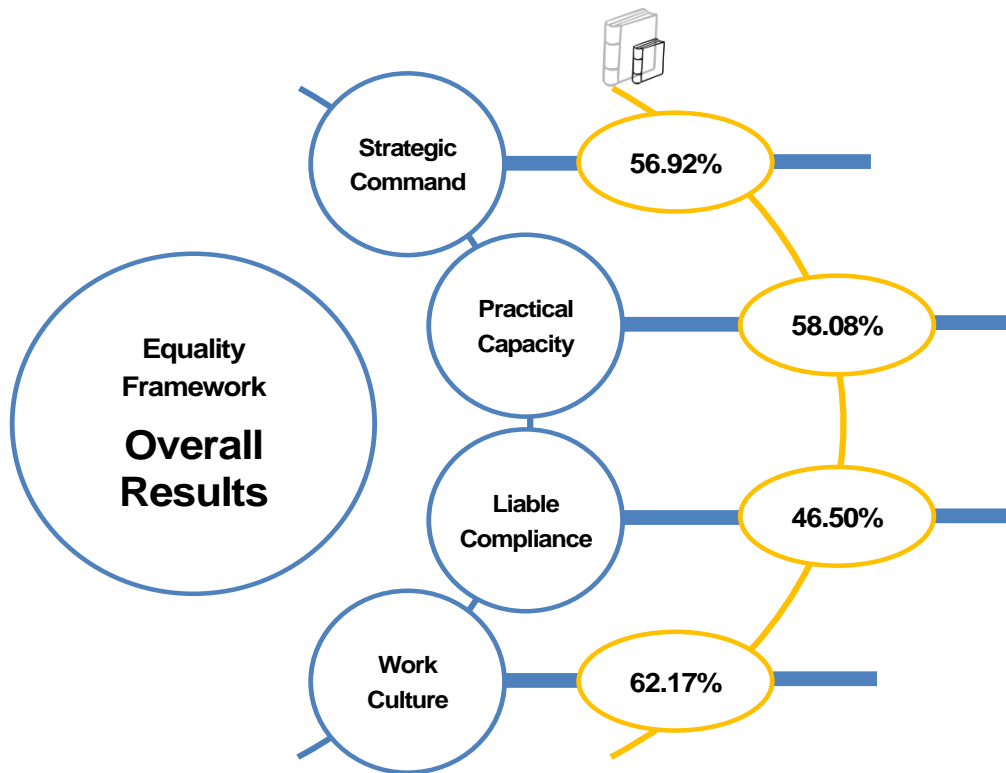
In comparing Phases 2 and 3 gender audit results as based on select written data sources only, noticeable progress was made in overall rating scores from 36.71% (against the context of the baseline 28.15% for all 55 written data sources originally submitted) to 56.14% based on the seven Phase-3 draft documents so far.

Further efforts in ensuring that:

- i. All 20 Equality Framework criteria are addressed at least in some form (i.e., avoiding 0 ratings, which currently sits at 17.14% overall
- ii. Criterion-specific content are made more explicit where identified (i.e., increasing graded 1-5 ratings, which already sits at a desirable overall 68.35% at present)

will have the anticipated impact of exceeding the benchmark of 60% in the final documentation presented by the OPS Board to the OPA, the complainant, and the OHRC.

**Figure 4. Overall Phase-3 OPS Gender Audit Results**



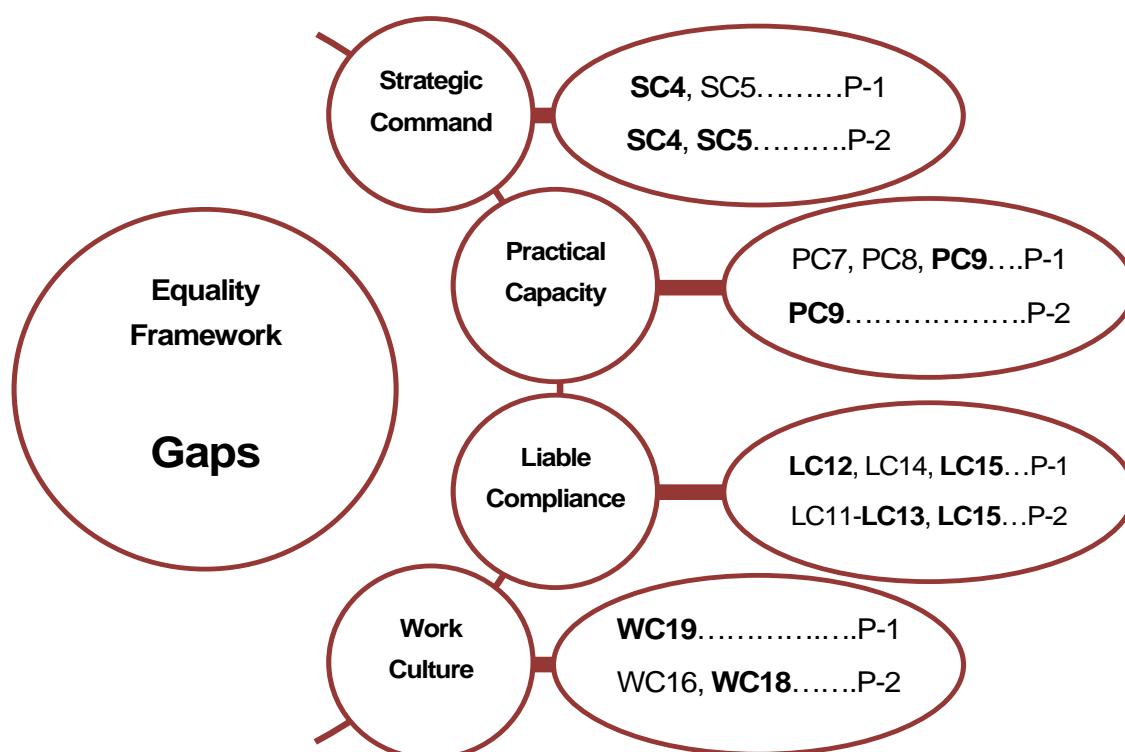
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In concluding the structured review, present OPS criterion strengths and gaps (in bold text), and those developing and close to the 60% benchmark (in regular text) are added to the gender Equality Framework below to view at a glance where, along the 20 criteria, continued efforts in document refinement are most needed. Strengths previously shown in the Phase-2 report grew considerably across the 20 criteria, making a graphic depiction redundant at this stage in the project.

The persistent gaps in the documentation are shown in **red** framing (see Figure 5). Criteria are listed by abbreviation and number, for example, SC1 denotes Criterion 1 under the first element labeled Strategic Command. Priority classes to which the seven documents are assigned are shown as the letter *P*-, with associated class number.



**Figure 5. Overall OPS Gender Audit Gaps by Criterion Number**



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The reader is advised to refer back to the description of the results in the leading pages to fully appreciate the above contrasting summaries. It is clear that based on the structured review alone, the gender audit tells an encouraging tale of present OPS effectiveness, with fewer specific pointers to minimise the gender equality gaps that remain. The final results section provides comparative reviewer comments and/or recommendations that are document-specific and reflect on gender equality in general.

Detailed comments on the documents as they relate to separate criteria as appropriate and can help shed light on the specific ratings given, can be provided on request. For purposes of broad-based understanding and appreciation of gender equality and mainstreaming in the OPS, findings presented at criterion level offer the most distinctive opportunities, while the aggregation of ratings into scores related to the Equality Framework structure are the most valid sets for implementation due to their reliance on patterns and trends that emerge from the data.

#### 4.4 Reviewer Comments on the Structured Review

Primary reviewers concluded their Phase-3 work as a final step by comparatively reviewing the arrays of ratings and all comments made while the documents were being audited. Thoughts that were shared are as follows:

**Table 9. Reviewer Comments Specific to Written Data Sources**

Document		General Reviewer Comments
1	OPS Process and Procedure for Prevention of Discrimination and Accommodation based on Family Status	Overall, the P3 policy document achieved higher scores from both raters than the P2 policy document. There was also a reasonable consistency between the raters regarding the assessment of this policy in terms of gender equality. Although it went further than the previous policy document did by virtue of safeguarding all employees against discrimination and promoting fairness for all, it did not explicitly highlight gender equality as a protected issue and would have benefited from making this and other types of equality issues it promoted more explicit.
2	OPS Process and Procedure for Maternity, Parental Leave and Accommodation based on Gender (including Pregnancy)	Marked improvements on all areas within this document, as reflected in the scoring. While the original document focused primarily on maternity leave and the pregnant woman, the new document places an equal value and emphasis on parental leave. The document still assumes heterosexual relationships as the example provided under 'key terms' for parental leaves uses a mother and father. The intentions of eliminating barriers and explicit intentions of creating an equitable and adaptable work environment is a progressive improvement from the original document. The document makes explicit the protection of employees from discrimination, and makes clear their rights and responsibilities. It also clarifies the terms to establish discrimination. Overall, this document shows great improvement and commitment towards gender equality.
3	Equitable Work Environment Policy	This was a new document in P3 so no P2 comparison was possible. The raters who assessed this document were generally in agreement that it explicitly promoted gender equality by specifically defining the categories of individuals who would be protected on the grounds of gender. Provision was made for regular audits and reviews to measure performance against this policy which was positive. However, it is recommended that in order to hold the organization accountable for specific targets, the goals should be transparent and the metrics should be made public to allow the recipients of the service of the OPS and other key stakeholders to track and measure this progress. Another recommendation would be to ensure consistent and standardized training to managers and supervisors to ensure that they adhere to the Code referenced in this policy and interpret and uphold it in the same way across the organization to ensure that consistent standards are applied to promote gender equality and other equality goals.

continued ...

**Table 9. Reviewer Comments Specific to Written Data Sources (cont.)**

Document	General Reviewer Comments
<p>OPS Process and Procedure for Prevention of Discrimination and Accommodation based on Gender, Gender Identity and Gender Expression</p> <p>4</p>	<p>This was a very progressive document and demonstrates an excellent understanding of gender fluidity. The OPS has demonstrated a meaningful commitment to adapting and accommodating gender equality beyond the male-female binary. Due to the criteria used for analysis (the gender Equality Framework) it was difficult to reflect these overall improvements because the framework is looking at gender-equality between men and women. It therefore becomes difficult to measure or evaluate how effective the organization is at removing barriers for the various gender identities, and whether there is equality among gender variations.</p> <p>In the key terms, the term 'Two-Spirit' was somewhat misleading: The term two-spirit is not a 'traditional' term, but was coined in the 1990s as a way of addressing the traditional conceptions of gender that existed prior to colonization which included various gender identities outside of the male-female binary. It should be noted that names for these identities existed in the respective Indigenous language. Today we use 'two-spirit' to include the concept of having 'two-spirits' (male and female) as co-existing, but it also captures the sacredness and spiritual position that those who embodied that identity held in their society. It is accurately written that it is used as an umbrella term to include the categories listed (trans, gay, lesbian, bisexual, intersex). It is primarily used within a First Nations context, however, many Metis and Inuit also identify with this term.</p> <p>It is important that if one is using the term 'Aboriginal' that it is inclusive of the three recognized Indigenous groups (First Nations, Inuit and Metis) . The current definition excludes Inuit. This should be changed to reflect a more accurate definition and understanding of the term and diversity of Aboriginal peoples.</p> <p>Overall, this is an important document and greatly contributes to the overall intentions of recognizing the diversity within gender, the barriers, and the ways in which the organization can make meaningful change at the organizational level. Very progressive.</p>
<p>Promotion Process Inspector And Superintendent Promotion Process Sergeant And Staff Sergeant Sworn Staffing Transfer Policy</p> <p>5 6 7</p>	<p>Overall an improvement in increasing gender equality. Obviously care and sensitivity was a part of the creation of these documents.</p> <p>While some improvements are clear, some others are more implied than overt and could be more explicit. For example, in policies and promotions, it was stated that panels must be diverse, but no specific mention was made for how, or what performance indicators will be used.</p> <p>Further, some of the changes are not able to be reflected using the criteria outlined here.</p> <p>Comments apply to all the promotions documents.</p>

## 5. In Conclusion

The seven Phase-3 documents are progressive, overtly acknowledge gender, and includes metrics, while the importance of gender equality in the workplace is carried through all documents. The intention to work towards a gender-free workplace, reviewer ratings and comments were generous when based on overall impression alone. In applying rigorous methods and high standards for reviewing, reviewer ratings and comments also point to further room for improvement, the gist of these being to include all 20 criteria in its content, and to pay attention to being explicit on little details. It is expected that further refinement of the documents will not be a huge time commitment in order to be gender equality compliant.

Progress reflected in the documents also revealed that not everything included as content could be directly rewarded through criterion ratings. The Equality Framework may benefit from adding an open-ended criterion to allow for a bonus rating.

**“We must raise both the ceiling and the floor.”**  
— *Sheryl Sandberg*

The reviewers acknowledged that some criteria may need more than six months for an organization to sufficiently demonstrate improvement and change, while others are more immediate in impact, hence future development of the Equality Framework itself may include organizational norms against which scores can be standardized. Finally, a future edition of the Equality Framework will demonstrate internal progression by being clear that gender as used in criterion wording is inclusive in its broadest form.



## 6. References

Fiedeldey-Van Dijk, C. (2013). *Ottawa Police Service Workforce Census 2012. Count Me In!* Research report: OPS member composition with comparisons back to the community and 2005 Workforce Census. Aurora: ePsy Consultancy.

Fiedeldey-Van Dijk, C. (2014). *Research Extract 01: Gender-Based OPS Member Composition.* Supplement to the Ottawa Police Service Workforce Census 2012. Aurora: ePsy Consultancy.

Fiedeldey-Van Dijk, C. (2016a). *A Gender-Based Lens on OPS Sworn Member Composition.* Report based on the OPS 2012 Workforce Census, OPS Human Rights Project, Phase 1. Aurora: ePsy Consultancy.

Fiedeldey-Van Dijk, C. (2016b). *Gender Audit of OPS Written and Unwritten Data Sources.* Social audit research report, OPS Human Rights Project, Phase 2. Aurora: ePsy Consultancy.

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**Notes:** If you require this document or any of the appendices in an alternate format, the request for alternate format document form is available at [ottawapolice.ca/accessibility](http://ottawapolice.ca/accessibility).

### Appendix A: List of Select Written Data Sources Re-Submitted for Gender Audit

Folder Name	File Number Phase 3	Original File Name Phase 2	New File Name Phase 3	Pages	
				Phase 2	Phase 3
Folder 1: Priority 1 Data					
Family Status Accommodation Process	Doc 1	Labour Relations Protocol for Family Status Accommodation Requests	OPS Process and Procedure for Prevention of Discrimination and Accommodation based on Family Status	2	2
Maternity and Parental Guidelines	Doc 2	Collective Agreement Provisions	OPS Process and Procedure for Maternity, Parental Leave and Accommodation based on Gender (including Pregnancy)	2	11
		Maternity Leave Guideline		4	
		Parental Leave Guideline		4	
	Doc 3	New policy	Equitable Work Environment Policy	-	4
	Doc 4	New procedure/process	OPS Process and Procedure for Prevention of Discrimination and Accommodation based on Gender, Gender Identity and Gender Expression	-	6
Folder 2: Priority 2 Policies & Background Information					
Current Promo policies	Doc 5	2016 Promotion Process Inspector and Supt - published Aug 15, 16	Promotion Process Inspector And Superintendent	11	12
	Doc 6	2016 Promotion Process Sgt & SSgt - published Aug 15, 16	Promotion Process Sergeant And Staff Sergeant	9	9
Priority 2 Policies & Background Information	Doc 7	Sworn Staffing - Tenure Policy 3.20 ~ 18-Jun-14	Sworn Staffing Transfer Policy	20	7
Total pages				52	51

## **Appendix B: Minutes of Settlement Points Pertaining to Phases 2-4**

10. Within 12 months of the execution of these Minutes of Settlement, the Board will ensure that the following takes place:

- a) An analysis of the data collected in its 2012 Workforce Census to determine the representation of employees protected by the grounds of sex, family status, or both where applicable, at all levels and ranks. The Board will report the results of the data analysis to the Commission, ----- and the Association.
- b) A review of all written and unwritten promotion and job placement, practices and procedures (including but not limited to any replacement or modified processes following the cessation of the tenure process, hereinafter "job placement") to ensure that they do not discriminate on the basis of sex and/or family status. This review will include but not be limited to:
  - i. an evaluation of the requirements for promotions and job placement;
  - ii. an evaluation of the opportunities for employees to meet those requirements, including access to training courses, job shadows and temporary acting opportunities;
  - iii. an evaluation of the advertisement of and recruitment to promotional and job placement opportunities;
  - iv. an evaluation of the selection processes used for both promotions and job placement; and
  - v. an evaluation of whether perceived or actual gender bias, maternity and parental leaves or family caregiving responsibilities may be impacting women's access to promotional and job placement opportunities.

The Board will report the results of the review to the Commission, -----, and the Association.

11. Within 18 months of the execution of these Minutes of Settlement, the Board will:

- a) Ensure that the analysis received through the review and information gathering in 10(a) and 10 (b) above, is used to prepare in draft form:
  - i. New and/or amended promotion and job placement policies;
  - ii. Proposals for procedural and structural elements to support these new and/or amended promotion and job placement policies; and
  - iii. A new and/or amended human rights accommodation policy to address sex (including pregnancy) and family status discrimination and accommodation.
- b) Provide copies of the new and/or amended policies referenced in 11(a) to the Commission, ----- and the Association.

12. The items in sections 10 and 11 above shall be completed in consultation with an expert or experts on employment, gender and human rights, social science methodology and data collection. The Board will consult with the Commission and the Association about the selection of the expert or experts, and the final expert or experts shall be satisfactory to the Board, the Commission, and the Association.

13. The items in sections 10 and 11 above shall be completed in a manner consistent with best practices in conducting gender audits in policing organizations, for example, as identified in the document *Gender Audits in Policing Organizations* prepared for the Status of Women Canada.

14. Within 24 months of the execution of these Minutes of Settlement, in consultation with the Commission and the Association, the Board will ensure:

- a) The finalization of the new and/or amended promotion and job placement policies, and procedural and structural elements to support those policies;
- b) The provision of training to employees on the new and /or amended promotion and job placement policies; and
- c) The provision of training to all staff on the new and/or amended human rights accommodation policy.

**End of Report**